

'Dangerous myth' of the OU

by Maggie Richards

Claims that the Open University provides a cheaper and more open form of higher education than conventional universities have been denounced as "a dangerous myth".

In a paper published recently Mr John Mace of the Economics of Education Department at London University's Institute of Education questions the results of studies showing the OU's superiority in both fields.

Mr Mace finds that previous reports have suffered from "serious methodological shortcomings" and suggests an alternative means of evaluating the OU.

Challenging the 1977 report, the most recent, which claims that OU costs are one third of those of conventional universities, he argues that the economic benefits of an OU degree will be below those of a conventional university. Adjustments to take account of this fact could well show that conventional universities produce a higher economic return than the OU.

In examining the effectiveness of the OU as an open institution, compared with conventional universities, Mr Mace looks at age, education, class and sex aspects.

On age he comments: "The OU has a much higher proportion of older students than conventional universities. Does this mean it is more open? If we define openness in terms of the students' age distribution, the figures suggest that the OU is more open to older students, but less open to younger students."

Mr Mace also regards other evidence of increased opportunities for students without formal qualifications as misleading. Two thirds of the OU students surveyed possessed qualifications entitling them to admission to conventional universities. Of the remaining third, only half achieved an ordinary degree.

"This means that below 15 per cent of all OU ordinary graduates were educationally disadvantaged. To demonstrate the relative openness of the OU it would be necessary to compare these percentages with the unqualified who enter conventional universities and other degree-awarding institutions and go on to secure degrees. This evidence is not provided," he adds.

On class composition Mr Mace says: "No one can quarrel with the claim that the OU offers relatively greater educational opportunities to people whose parents are in lower social classes—and important aspect of openness. However, it is important to distinguish this claim from another: that the OU is a more effective agency than conventional universities for opening educational opportunities to members of the working classes."

If the class of Open University students is measured by their occupations, and compared to the class origins of conventional university students, the latter appear to be

more open with 29 per cent of students as opposed to 5 per cent coming from the working classes.

"What is an appropriate measure of equal access to educational opportunities for students at conventional universities may not be an appropriate measure for OU students."

Dealing with sex composition, Mr Mace compares the figures for women obtaining an ordinary degree with the OU 1.4 per cent and honours graduates 1.30 per cent to those at the conventional universities (31 and 33 per cent respectively).

He suggests a new evaluation of the OU based on cost-effectiveness analysis, which would take into account those university objectives it would be impossible to measure in financial terms.

As an example, Mr Mace examines the role of broadcasting in the OU system, and concludes that it is not a very effective medium. He cites class inequalities in the ownership of a number of central academic by "hanging in" process, and the system of course remakes as areas in which cost-effectiveness analysis could be applied.

Mythology in the Making: Is the Open University Really Cost Effective? by John Mace, published in Higher Education Vol. 7, No. 3, Elsevier Scientific Publishing Company, PO Box 211, Amsterdam, Holland.

On the other hand, the figures suggest that the OU is more open to older students, but less open to younger students.

Mr Mace also regards other evidence of increased opportunities for students without formal qualifications as misleading.

Two thirds of the OU students surveyed possessed qualifications entitling them to admission to conventional universities.

Of the remaining third, only half achieved an ordinary degree.

"This means that below 15 per cent of all OU ordinary graduates were educationally disadvantaged.

To demonstrate the relative openness of the OU it would be necessary to compare these percentages with the unqualified who enter conventional universities and other degree-awarding institutions and go on to secure degrees.

This evidence is not provided," he adds.

On class composition Mr Mace says: "No one can quarrel with the claim that the OU offers relatively greater educational opportunities to people whose parents are in lower social classes—and important aspect of openness.

However, it is important to distinguish this claim from another: that the OU is a more effective agency than conventional universities for opening educational opportunities to members of the working classes."

If the class of Open University students is measured by their occupations, and compared to the class origins of conventional university students, the latter appear to be

more open with 29 per cent of students as opposed to 5 per cent coming from the working classes.

"What is an appropriate measure of equal access to educational opportunities for students at conventional universities may not be an appropriate measure for OU students."

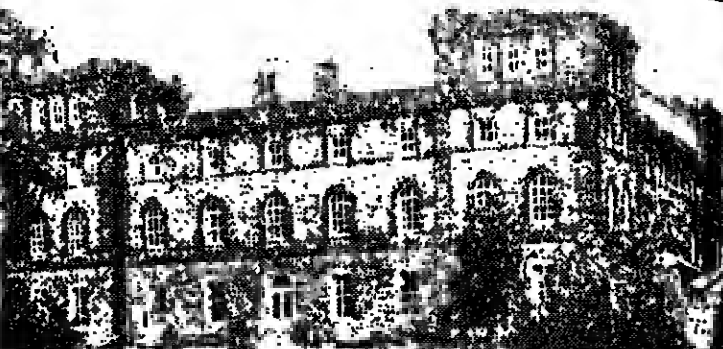
Dealing with sex composition, Mr Mace compares the figures for women obtaining an ordinary degree with the OU 1.4 per cent and honours graduates 1.30 per cent to those at the conventional universities (31 and 33 per cent respectively).

He suggests a new evaluation of the OU based on cost-effectiveness analysis, which would take into account those university objectives it would be impossible to measure in financial terms.

As an example, Mr Mace examines the role of broadcasting in the OU system, and concludes that it is not a very effective medium.

He cites class inequalities in the ownership of a number of central academic by "hanging in" process, and the system of course remakes as areas in which cost-effectiveness analysis could be applied.

Mythology in the Making: Is the Open University Really Cost Effective? by John Mace, published in Higher Education Vol. 7, No. 3, Elsevier Scientific Publishing Company, PO Box 211, Amsterdam, Holland.



The new Willey College of Higher Education was opened last week by Concorde Arthur Trigg, Lord Mayor of Bradford. The college, formed by a merger of the former Willey and Bingley colleges of education, has a proposed intake of 1,000 students.

Technicians claim 36 per cent under Employment Act

by Nguio Cregier

Universities may have to pay wage increases of up to 36 per cent if technicians are successful in claiming that they are underpaid.

There are only about 2,500 people on the top grade. The rest are on the bottom grade, and are paid less than their counterparts in other jobs.

The Association of Scientific, Technical and Managerial Staffs, which represents 13,000 technicians in the universities, has made a claim under Schedule 11 of the Employment Protection Act.

Under the Act, if they can show that they are paid less than workers outside in the same category, an award is made which becomes a term of the contract and the employers are bound to pay it.

Mr Reg Bird, a national officer for ASTMS, calculates that the shortfall between university technicians and others in similar jobs, at October 1, 1977, ranges between 22 and 36 per cent.

At the same time the technicians are preparing a pay claim which will take account of the movement of earnings since last October. The two demands together could add up to a 40 per cent claim.

Their wages vary according to eight grades. The minimum starting point, excluding trainees, is £12.15 per annum. Those on grade 5 would start at £18.65 per annum. The majority are on grade 5 or less and a few are on the top grade, in full supervisory positions, at £5,000 per annum.

Mr Bird said: "There is a major pay problem in the universities. There are only about 2,500 people on the top grade. The rest are on the bottom grade, and are paid less than their counterparts in other jobs."

The Association of Scientific, Technical and Managerial Staffs, which represents 13,000 technicians in the universities, has made a claim under Schedule 11 of the Employment Protection Act.

Under the Act, if they can show that they are paid less than workers outside in the same category, an award is made which becomes a term of the contract and the employers are bound to pay it.

Mr Reg Bird, a national officer for ASTMS, calculates that the shortfall between university technicians and others in similar jobs, at October 1, 1977, ranges between 22 and 36 per cent.

At the same time the technicians are preparing a pay claim which will take account of the movement of earnings since last October. The two demands together could add up to a 40 per cent claim.

Their wages vary according to eight grades. The minimum starting point, excluding trainees, is £12.15 per annum. Those on grade 5 would start at £18.65 per annum. The majority are on grade 5 or less and a few are on the top grade, in full supervisory positions, at £5,000 per annum.

Mr Bird said: "There is a major pay problem in the universities. There are only about 2,500 people on the top grade. The rest are on the bottom grade, and are paid less than their counterparts in other jobs."

The Association of Scientific, Technical and Managerial Staffs, which represents 13,000 technicians in the universities, has made a claim under Schedule 11 of the Employment Protection Act.

Under the Act, if they can show that they are paid less than workers outside in the same category, an award is made which becomes a term of the contract and the employers are bound to pay it.

Mr Reg Bird, a national officer for ASTMS, calculates that the shortfall between university technicians and others in similar jobs, at October 1, 1977, ranges between 22 and 36 per cent.

Minister brought into Teesside row

by David O'Leary

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

by David O'Leary

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row

Minister brought into Teesside row



John Wain, the former Oxford poetry professor and novelist, argues that universities should provide writers with sympathetic settings, not secure jobs, 11

John Wain, the former Oxford poetry professor and novelist, argues that universities should provide writers with sympathetic settings, not secure jobs, 11

John Wain, the former Oxford poetry professor and novelist, argues that universities should provide writers with sympathetic settings, not secure jobs, 11

Coping with the dole

Maggie Richards describes an imaginative project at Bradford College to help the unemployed, 8

Only connect

Simon Midgley discusses the much broader philosophy of the reformed New Universities Quarterly, 10

William Empson

Denis Donoghue reviews two new books on the poetry and criticism of William Empson, 15

Biology and medicine

Genetics, virology, and aging are among the subjects of new books on the biological sciences, 18-23

Paid educational leave

Tom Schuller draws a parallel between the increase in paid holidays 50 years ago and the growing demand today for time off work to study, 13

Academic developments

North American news 5
Overseas news 6
Books 15-23
Noticeboard 24
Classified Index 25
Don's diary 34
Letters 35

TUC wants to talk on reopening of Fircroft

Hopes for the revival of Fircroft adult education college at Birmingham have been raised this week by the TUC's education committee seeking discussions on new proposals for the reopening of the college, closed three years ago following student unrest.

Originally the TUC insisted that it be given a simple majority in the college's governing body, before agreeing to support the re-establishment of the college. This policy led to the intervention of the Charity Commission, which suggested such an arrangement might jeopardise Fircroft's liberal tradition.

Recently the commission issued new proposals to overcome the deadlock, involving equal representation for all interested parties in three vital areas: the curriculum; appointment of staff; and college facilities. Under the new scheme the TUC would be allowed its simple majority.

On Tuesday the TUC's education committee decided that the proposals could form a basis for further discussions, and resulted in seek talks with the commission, in conjunction with the college trust.

The TUC's education committee seeking discussions on new proposals for the reopening of the college, closed three years ago following student unrest.

Originally the TUC insisted that it be given a simple majority in the college's governing body, before agreeing to support the re-establishment of the college. This policy led to the intervention of the Charity Commission, which suggested such an arrangement might jeopardise Fircroft's liberal tradition.

Recently the commission issued new proposals to overcome the deadlock, involving equal representation for all interested parties in three vital areas: the curriculum; appointment of staff; and college facilities. Under the new scheme the TUC would be allowed its simple majority.

On Tuesday the TUC's education committee decided that the proposals could form a basis for further discussions, and resulted in seek talks with the commission, in conjunction with the college trust.

The TUC's education committee seeking discussions on new proposals for the reopening of the college, closed three years ago following student unrest.

Originally the TUC insisted that it be given a simple majority in the college's governing body, before agreeing to support the re-establishment of the college. This policy led to the intervention of the Charity Commission, which suggested such an arrangement might jeopardise Fircroft's liberal tradition.

Recently the commission issued new proposals to overcome the deadlock, involving equal representation for all interested parties in three vital areas: the curriculum; appointment of staff; and college facilities. Under the new scheme the TUC would be allowed its simple majority.

On Tuesday the TUC's education committee decided that the proposals could form a basis for further discussions, and resulted in seek talks with the commission, in conjunction with the college trust.

their discussions, and resulted in seek talks with the commission, in conjunction with the college trust.

The TUC's education committee seeking discussions on new proposals for the reopening of the college, closed three years ago following student unrest.

Originally the TUC insisted that it be given a simple majority in the college's governing body, before agreeing to support the re-establishment of the college. This policy led to the intervention of the Charity Commission, which suggested such an arrangement might jeopardise Fircroft's liberal tradition.

Recently the commission issued new proposals to overcome the deadlock, involving equal representation for all interested parties in three vital areas: the curriculum; appointment of staff; and college facilities. Under the new scheme the TUC would be allowed its simple majority.

On Tuesday the TUC's education committee decided that the proposals could form a basis for further discussions, and resulted in seek talks with the commission, in conjunction with the college trust.

The TUC's education committee seeking discussions on new proposals for the reopening of the college, closed three years ago following student unrest.

Originally the TUC insisted that it be given a simple majority in the college's governing body, before agreeing to support the re-establishment of the college. This policy led to the intervention of the Charity Commission, which suggested such an arrangement might jeopardise Fircroft's liberal tradition.

Recently the commission issued new proposals to overcome the deadlock, involving equal representation for all interested parties in three vital areas: the curriculum; appointment of staff; and college facilities. Under the new scheme the TUC would be allowed its simple majority.

On Tuesday the TUC's education committee decided that the proposals could form a basis for further discussions, and resulted in seek talks with the commission, in conjunction with the college trust.

The TUC's education committee seeking discussions on new proposals for the reopening of the college, closed three years ago following student unrest.

Originally the TUC insisted that it be given a simple majority in the college's governing body, before agreeing to support the re-establishment of the college. This policy led to the intervention of the Charity Commission, which suggested such an arrangement might jeopardise Fircroft's liberal tradition.

Recently the commission issued new proposals to overcome the deadlock, involving equal representation for all interested parties in three vital areas: the curriculum; appointment of staff; and college facilities. Under the new scheme the TUC would be allowed its simple majority.

On Tuesday the TUC's education committee decided that the proposals could form a basis for further discussions, and resulted in seek talks with the commission, in conjunction with the college trust.

Frivolous claim costs lecturer £1000

Dr Margherita Rendel, a lecturer at the University of London Institute of Education, has been ordered to pay £1,000 costs for bringing a frivolous and vexatious claim to court.

Dr Rendel, who was dismissed from her post in 1975, claimed that the University of London had discriminated against her on the grounds of her sex and race.

The court found that Dr Rendel's claim was frivolous and vexatious, and ordered her to pay the University's legal costs of £1,000.

Dr Rendel had claimed that the University of London had discriminated against her on the grounds of her sex and race.

The court found that Dr Rendel's claim was frivolous and vexatious, and ordered her to pay the University's legal costs of £1,000.

Dr Rendel had claimed that the University of London had discriminated against her on the grounds of her sex and race.

The court found that Dr Rendel's claim was frivolous and vexatious, and ordered her to pay the University's legal costs of £1,000.

Dr Rendel had claimed that the University of London had discriminated against her on the grounds of her sex and race.

The court found that Dr Rendel's claim was frivolous and vexatious, and ordered her to pay the University's legal costs of £1,000.

Dr Rendel had claimed that the University of London had discriminated against her on the grounds of her sex and race.

The court found that Dr Rendel's claim was frivolous and vexatious, and ordered her to pay the University's legal costs of £1,000.

Dr Rendel had claimed that the University of London had discriminated against her on the grounds of her sex and race.

Poly must pay £20,000 costs

by Peter David

An estimated £20,000 legal costs incurred during last May's High Court battle over the admission of a social work student at North Essex London Polytechnic will have to be paid by the polytechnic's maintaining boroughs.

The student, a former social worker, was admitted to the polytechnic's social work course after a long and costly legal battle.

The court found that the polytechnic's maintaining boroughs were responsible for the student's admission, and ordered them to pay the polytechnic's legal costs of £20,000.

The student, a former social worker, was admitted to the polytechnic's social work course after a long and costly legal battle.

The court found that the polytechnic's maintaining boroughs were responsible for the student's admission, and ordered them to pay the polytechnic's legal costs of £20,000.

The student, a former social worker, was admitted to the polytechnic's social work course after a long and costly legal battle.

The court found that the polytechnic's maintaining boroughs were responsible for the student's admission, and ordered them to pay the polytechnic's legal costs of £20,000.

The student, a former social worker, was admitted to the polytechnic's social work course after a long and costly legal battle.

The court found that the polytechnic's maintaining boroughs were responsible for the student's admission, and ordered them to pay the polytechnic's legal costs of £20,000.

Frankly, this free-through rabbit pays

by Nguio Cregier

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

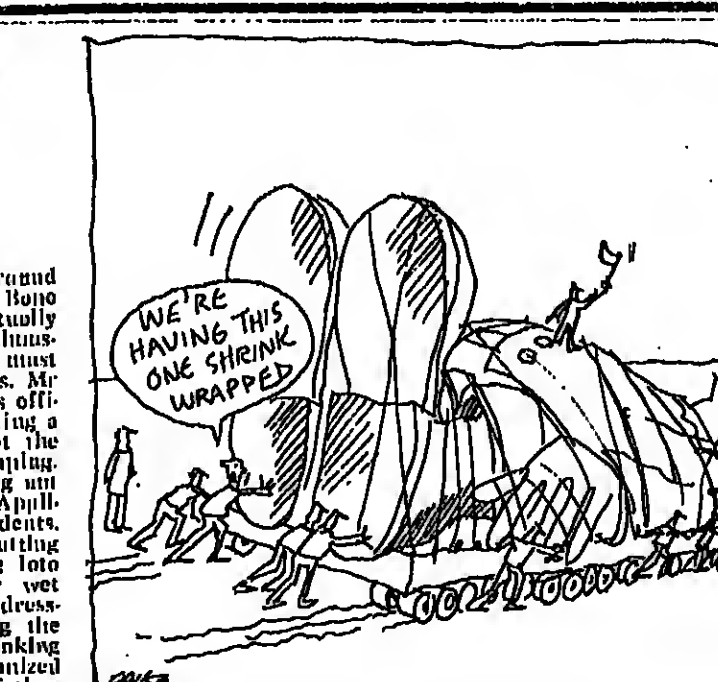
Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays

Frankly, this free-through rabbit pays



Mr Carter gets 1-1 draw with Congress on Bills

from Clive Conson

WASHINGTON. The United States will not after all get a Federal Department of Education next year. Congress failed to pass President Carter's controversial plan for the new cabinet-level department before breaking up for next month's mid-term elections.

However, that defeat for the administration was balanced by the fact that Carter's tax credits, which have been opposed vehemently by Mr Carter and almost all the country's educational groups, also failed in the 96th Congress's frantic week-long closing session.

Instead of tax credits for million fees, Congress passed the Middle Income Student Assistance Act—a \$1.5 billion expansion of existing student grant and loan programmes requested by the President and supported by higher education lobbyists.

Both schemes were supported by a majority of Congressmen and would have been passed in some form by the present Congress, given sufficient time.

Both schemes were supported by a majority of Congressmen and would have been passed in some form by the present Congress, given sufficient time.

Both schemes were supported by a majority of Congressmen and would have been passed in some form by the present Congress, given sufficient time.

Both schemes were supported by a majority of Congressmen and would have been passed in some form by the present Congress, given sufficient time.

Social science research cut by £800,000

Big cuts in government funding for social science research have been approved by the Department of Education.

The Social Science Research Council has been told that its budget next year will be reduced by 5 per cent in real terms, a cut of some £800,00

£2m for computing and marine technology study

by Robin McKie
Science Correspondent

The Science Research Council has announced two major projects which are to cost more than £2m. The first is a research programme into distributed computing systems which is to cost £1.4m and the other is a £828,000 project on marine technology.

The computing programme is expected to run for more than five years and is aimed at understanding the principles of distributed computing systems and the engineering techniques needed to implement them effectively. In those systems a number of autonomous but interacting computers cooperate on a common problem. Programmes could include geographical networks of microcomputers; systems containing arrays of microprocessors; and new forms of computers with improved integration of processing and storage.

Research work currently consists of 23 interrelated projects and will be particularly concerned with analysing information processing systems and storage. Some of the centres involved include University College London, Newcastle University, Warwick University, Manchester University, Westfield College, London; Queen Mary College, London; and East Anglia University.

The three-year programme is multi-disciplinary research into marine technology prob-

lems will be carried out by the North West Region Marine Technology Consortium. This consists of the universities of Manchester, Liverpool and Salford and the University of Manchester Institute of Science and Technology. The programme consists of 20 projects in environmental forces, fluid mechanics, structures and materials, economics and life sciences.

The research has been developed over the past year in discussion between the SRC's director of marine technology, Mr A. M. Aulys and advisers from universities, government and industry.

The programme will cover:

- Environmental forces: Five projects will be carried out at Liverpool and Salford with emphasis on wave loading and particle dynamics.
- Fluid mechanics: Six projects at Liverpool and Manchester will concentrate on coastal and off-shore problems.
- Structures and materials: Five projects at Liverpool, Manchester, UMIST and Salford will be concerned with welded structures, corrosion monitoring and concrete materials.
- Economics: Two projects on project appraisal and management at Manchester and UMIST.
- Life sciences: Two projects at Salford will be concerned with carbon dioxide detection in diving operations and gas purification methods.

Robotics goes commercial at polytechnic

by David Jobbins

A new teaching company scheme to develop commercial products involving robotics is to be based at Leicester Polytechnic. It is the only teaching company operation to concentrate on research and development of new products and lines. The Science Research Council and the Department of Trade and Industry are funding the £110,000 project.

The polytechnic will work in close collaboration with a Leicester firm, Rank Taylor Hobson, which employs 800 people and exports 80 per cent of its production. It is one of Britain's most successful high-technology companies.

Six new research assistants are expected to be appointed to the project. A primary task will be to identify the precise areas of the market where the expertise of the polytechnic could lead to viable products. It will concentrate on microprocessor-controlled manipulators with some degree of in-built quality control, handling between work stations, and precision measuring after manufacture.

The most likely applications for products in the motor car and domestic appliance industries. At one rate the work will be related to manufacturing rather than processing industry, although there might be spin-offs for processing industries such as textiles in this long term.

The leader of the polytechnic's team is Dr Ken Stout, reader in precision engineering in the faculty of technology and construction. He commented: "The field of robotics is clearly of the highest importance to the nation and the future of the British economy must depend to a considerable degree on high technology innovation, of which this is an example."

Knights of unemployed round table

by Ngalo Crequer

King Arthur, or at least the books written about him, will provide a job for three unemployed young people, as part of a project by Hull University.

Under the auspices of Professor Cedric Pickford in the French department and Dr Rex Lees in the German department, the university is producing a computerized bibliography of literature about the King.

The work is specially fitting as the coat of arms of Kingston upon Hull—three gold crowns on a blue background—is the arms normally attributed to King Edward I, who was enthusiastically interested in Arthurian legend.

The project, which will provide a year's work for



Frank Muir, rector of St Andrews University, after receiving an honorary degree at a graduation ceremony last Wednesday. With him are Mr Peter Robinson, president of the students' representative council and Allen Chalmers, rector's assessor on the university council.

Tories united against 'political' schools

by Peter David

The Conservative Party has set its face against the major reforms of school examinations proposed by the Schools Council. Mr Norman St John Stevas, the party's education spokesman, told last week's Brighton conference that under a Tory Government O and A levels would remain intact, and the Certificate of Secondary Education would be maintained and improved.

Mr St John Stevas has given a standing ovation for his speech, during which he rebuffed Mr Williams's accusation at the Labour Party conference that Tory education policy was confused and divided. "Poor, blundering Shirley" would never succeed in driving a wedge between him and Rhodes Boyson.

Pledging to repeal the 1976 Education Act, reorganise unsuccessful comprehensive schools and bring back grant schools through an assisted places scheme, Mr St John Stevas said the purpose of schools was to promote educational, not political or sociological values.

In a debate devoted to the question of comprehensive schools, the only explicit reference to higher

education came from Professor Max Belinf, principal of the Independent University College of Buckingham. He told delegates that a Tory Government should abolish the Schools Council within the first week of power.

He added: "We must stop the polytechnics doing what is not their job, teaching social agitation, and get them back to the job of preparing people for industry and commerce." If the Council for National Academic Awards was unhappy about that, it could be dissolved too.

The only crack in the conference's carefully-constructed facade of unanimity came from Mr Eddie Longworth, chairman of the Federation of University Students. He warned delegates that by insisting on backward-looking policies the Tories would become known as the party of the past.

He wanted to know why the party had not mentioned the thousands of unemployed teachers, oversize classes at school or the problems of using the last year of school for non-academic pupils.

Earlier, Mr Longworth was the victim of bitter personal criticism in a heated meeting organized by the Monday Club to debate the role of the FCS in universities and polytechnics. Mr Nicholas Winterburn,

MP for Macclesfield, said he could not believe the federalist leadership truly represented Conservative students.

Condemning the "trendy, pseudo-socialist" approach of the FCS, Mr Winterburn, who sponsored an earlier private Bill in the summer urging an end to compulsory membership of student unions, said that too many FCS leaders had "their snouts in the public trough of student unions".

He said that the FCS supported the legalization of cannabis, abortion on demand, squatting and the closed shop. It had also opposed the party's immigration policies. These policies were against the general philosophy of Conservatism and frightened many young people away from joining the Conservative associations at university.

Mr Winterburn claimed that the climate of intellectual opinion at universities had never been better suited to the Conservatives, but the FCS, instead of advancing the cause of the party, was obsessed with the National Union of Students.

The argument that Conservatism should establish its influence in the "irrelevant" NUS was nonsense, "Apparent as never before the route for winning power, influence or even votes".

University strongly criticized over Welsh-medium provision

by Tony Heath

The University of Wales was criticized last week for giving "very low priority in terms of staff and resources" to the extension of Welsh-medium education in the post-school sector.

Speaking at a seminar on higher and further education at the University College of Wales, Aberystwyth, Mr David Ellis Thomas, Plaid Cymru MP for Merioneth, said that bilingual young people educated through Welsh at primary and secondary school were arriving at college to find that facilities to continue their education in the language were inadequate.

Mr Thomas was elected to Parliament, a college lecturer himself. He urged the university authorities to "take advantage of any lack in teaching capacity or student numbers to increase the provision of teaching through the medium of Welsh."

A substantial budget was needed for the production of teaching materials in Welsh similar to those developed by the Schools Council for primary and secondary schools, he said.

The Welsh Office was chided for "not taking its responsibilities seriously". He said: "There must be a comprehensive approach to Welsh-medium education and the Welsh Office, which only has responsibility for the whole of that sector in Wales, should co-operate with the university to survey the courses currently available and to plan for demand in the 1980s."

The limited use of Welsh in further and higher education was a symptom of the underdeveloped range of the language and had nothing to do with its resources.

Opponents of the extension of Welsh teaching who maintain that the language cannot be used to teach the social and natural sciences only betray their own illiteracy."

Londoners take up computers as their hobby

A club for people who look out at flying start at North London Polytechnic.

Nearly 400—ranging from school children to students, teachers, librarians, housewives, policemen and businessmen—turned up for the inaugural meeting of the North London Hobby Computer Club.

The plan is to divide the members up into six interest groups. The Hobby Computer Club will concentrate on do-it-yourself computer building; the User group is for people with an interest in particular types of machine in varying degrees of complexity; the Software group will follow courses in computer languages; while the Novice section will follow more basic courses.

Members will have access to P.N.I.s computers and expert staff, as well as other resources including the library.

Edinburgh plugs in research service

A new computing scheme which will provide a simple, easily operated research service for a wide variety of disciplines, has been started at Edinburgh University.

The system, known as Edinburgh Regional Computing Centre, is 2500 and which is operated by Edinburgh Regional Computing Centre, has almost 300 video and teletype terminals and can simultaneously handle input from more than 100 computers. It will provide a computing service for students and research staff at Edinburgh University and also for research council centres, including local agricultural and medical units.

Merger will break church links

John O'Leary

A joint committee from the University of East Anglia and Keswick College of Education, Norwich, recommended that a merger of the two institutions should go ahead in September, 1980. Its final report is expected to be endorsed at meetings of the respective governing bodies next month.

The recommendations are aimed at the college, situated some miles from the university plain, to form a new school of education with the university's other schools of studies. The initial intake will be 486 students, including 100 higher degree courses and 100 teachers on in-service training.

The merger would see the end of the college's association with the church, which was founded in 1839. By terms of its charter UEA is a secular institution. The Keswick governors have decided to continue for this by setting up a trust independent of the church which will pursue some of the Christian ideals traditional in the college.

The trust will be financed from

the sale of the college premises to the university and used to further the provision of Christian education both through the training of teachers and also on a broader basis of instruction in the purchase of the site is yet available price of a report from the district valuer is still to be received and passed on in the Department of Education and Science and the University Grants Committee.

The joint committee, which was set up last year to study the feasibility and desirability of a merger, recognizes that a number of points remain for negotiation, particularly on timing. A provisional timetable allows for discussions with the DES and UGC before the end of the year, culminating in final approval by next Easter. A joint committee would then advise on academic points and detailed planning would take place on the use of the college site in time for formal incorporation by September 1980.

All initial vacancies in the new school would be notified first to existing college staff who would be offered the posts wherever possible. The only exceptions to this policy would be for chairs and for posts in the Centre for Applied

Research in Education. College staff will be allowed to remain in on-site accommodation where appropriate.

The number of teacher training places set by the DES for Keswick Hall in 1981 was 450 but this figure may be varied by agreement with the UGC after the merger takes place. Initially, 120 students would be expected to join the Postgraduate Certificate in Education course, a further 230 would study for a four-year BEd, with the remainder taking in-service or higher degree courses.

Agreement had previously been reached for the university to validate Keswick Hall's BEd degree, although the PGCE remained under the auspices of Cambridge Institute of Education. However, the joint committee says in its report that it believes the merger would have positive benefits for education in East Anglia as a whole and particularly for staff and students in the two institutions.

Mrs Williams, Secretary of State for Education, in her reorganization of teacher training last year cut the number of education places at Keswick from 622 to 400 and supported the merger proposals.

Conflict over smallpox staff

by Robin McKie
Science Correspondent

Staff at Birmingham University are asked to return to work at the east wing of the medical school, site of the recent smallpox outbreak, despite advice from trade unions in the area.

The seven unions representing staff there, including the Association of University Teachers, the National and Local Government Officers Association, and the Association of Scientific, Technical and Administrative Staffs, have stated that they could not advise members to return to the block. A statement on these lines was issued last week after the unions had met safety and health specialists involved in the Birmingham outbreak.

They added that they will underline this approach until the publication of the report of the Shorner inquiry, which is investigating the outbreak. Only when the unions are satisfied that the report will consider advising members to return to work, they stated.

This decision was made last week because of dissatisfaction with answers to their questions on funding procedures and blight tests in some staff members. The specialists at the meeting said many of the results were confidential at present.

As a result, the unions agreed that they would not be prepared to advise their members to return until the Shorner report had been published, probably in December, and they had studied it in detail.

A university spokesman said that staff at the east wing had now moved, apart from three members of ASTMS. However an ASTMS official said eight members who were required to operate essential services in the building had refused while their other eight members had refused. An AUT official said that despite their refusal, many of their members had returned to work.

New base for ethnic unit

The Social Science Research Council's ethnic relations research unit is to move from Bristol University to Aston University under its new director, John Rex, currently professor of sociology at Warwick University. It has been offered the premises currently held by the ethnic relations unit at Bristol.

The ethnic relations unit was set up in 1970. One of its main functions was to coordinate research on the problems of black people and the problems of ethnic identity structures.

A confidential review by the Social Science Research Council last year raised criticisms of the unit's management and work. It was particularly concerned with its failure to make a big impact in British universities over the past decade.

Union calls for power shift

by Peter David

A document calling for fundamental changes in the internal balance of power in polytechnics and public sector colleges has been prepared by the National Association of Teachers in Further and Higher Education.

It calls for a revision of the Department of Education guidelines on college government, a big reduction in local authority representation on governing bodies and the removal of all non-elected members of academic boards except for principals and directors.

The NATFHE document is the result of two years of work. It incorporates resolutions passed by the association's conference this year and in 1976, as well as changes arising from the Taylor Report on school government and the Baker Report.

But the document will not become official NATFHE policy until it has been re-examined by a group of executive members due to meet next month.

A major area of contention within the association is the call to remove all non-elected members of academic boards. At present most academic boards are controlled by large numbers of ex-officio members, who are not in their places to their roles as heads of department or members of the polytechnic directorate.

These arrangements confer considerable power on principals and directors, and are fiercely resisted by some of them. At the last NATFHE conference members voted for an emotive debate to remove ex-officio posts on the academic board.

Other controversial suggestions in the document are that local authorities lose their majority membership and special status on governing bodies. NATFHE envisages 25 per cent of governors being local government representatives, with at least an equal number of elected members of the teaching staff.



A contemporary engraving of the eighteenth-century scientist Joseph Black, who was professor of medicine and chemistry at Edinburgh University. A symposium to mark the 250th anniversary of his birth is to be held in the Royal Scottish Museum, Chambers Street, Edinburgh, on Saturday, November 4, and will include lectures and discussions on the work of Black, who was noted for his discovery of latent heat (carbon dioxide) and also of latent and specific heats.

Decision-makers 'need more international co-operation'

by Patricia Sentinelli

At a time of financial stringency, national decision-makers needed a European or international frame of reference more than ever before, Mr George Kahn-Ackermann, Secretary General of the Council of Europe, said in London this week.

Speaking at Interuniversity 78 on the problems facing education today, Mr Kahn-Ackermann said: "The successes and failures of other countries can help them to find solutions to their own problems and improve their education systems."

Discussing ways in which this could be achieved more effectively, he said that the council intended to review exchange programmes at all levels of education.

"We should create centres in all countries where teachers can meet and exchange their experience. After 50 years of cooperation in Europe, textbooks reflect relatively little of this process and teachers know little about educational developments in neighbouring countries."

Poly students still choose industry and commerce

by David Jobbins

Polytechnic students are continuing to choose industry and commerce rather than the public service for their first jobs, according to the latest figures. A survey published by the Committee of Directors of Polytechnics, also hears out the vocational bias of the polytechnics.

In 1977 the degree output from polytechnics in England and Wales rose by 16 per cent over 1976. In 1977, 13,878 students on full time degrees—nearly a further 3,344 gained Higher National Diplomas.

The figure for graduates rose by 9 per cent for men and 31 per cent for women. The high figure for women is attributable to the rapid growth in the output of education graduates—from 528 in 1976 to 1,100 last year, largely due to the mergers between polytechnics and colleges of education.

The survey, the second of a series developed by a polytechnic careers advisers working party, shows that 74 per cent of science graduates and 84 per cent from engineering degree courses whose job destination was known chose industry and commerce for their first job. Half

1977's HND holders in biology went into the private sector compared with a third in 1976.

More than two-thirds of the graduates and nearly all the HND output qualified in subject areas which were clearly of a vocational nature. The largest number for all these going directly into employment had business studies qualifications. The 639 graduates and 478 HND holders represented two-thirds of all those qualifying in business studies where the job destinations were known.

The proportions were even higher for graduates in some other areas such as mechanical and electrical engineering (69 per cent), mathematics (71 per cent), and pharmacy (96 per cent).

The survey shows a continuing decline in university-validated courses at polytechnics, with 95 per cent of polytechnic graduates having followed CNAAC courses. Polytechnic First Degree and HND Students 1977—Some Details of First Destination and Employment. Statistical Supplement, Committee of Directors of Polytechnics, 309, Regent Street, London W1R 7TE, £3.50.

London's peace and conflict loss is Lancaster's gain

by Peter David

The Richardson Institute for Conflict and Peace Research, currently based in London, will this month become part of the department of politics at Lancaster University. The institute, which is jointly supported by the university and the Joseph Rowntree Charitable Trust, will carry out research, supervise postgraduate research and offer undergraduate courses in conflict studies.

Dr Michael Nicholson will continue as director of the institute, and he will be joined by Dr Paul Smiley, reader in peace and conflict studies in the Lancaster politics department. Lancaster has been conducting peace and conflict research for the past 13 years.

Dr Nicholson said: "We hope that the Institute with the Conflict Research Society will continue to develop links with other institutions and research workers throughout the world. In particular we hope the same form of co-operation will be possible with the peace studies programme at Bradford University."

Mr Gordon Hauls, head of the politics department at Lancaster, said the institute would complement work being carried out there.

Longest serving secretary retires

Mr Charles H. Stewart, secretary to the University of Edinburgh, has retired after 31 years—more than any university registrar or secretary now in office in the U.K.

The university's acting principal, Professor Gerald Saul, said he had made an unrivalled contribution to the university through a period of Edinburgh's expansion and transformation. Mr Stewart is to write a history of the university from 1880 to the present day during his retirement.

Food for thought

Reading University has announced the appointment of a second professor of food technology. He is Dr Norman Blackbrough, at present senior lecturer in chemical engineering at Birmingham University. The university has appointed Dr John McInerney, senior lecturer in agricultural economics at Manchester University, as the second professor in the department of agricultural economics. He will take up office next year.

Butler for steward

The Council of the Senate of the University of Cambridge has put forward the name of Lord Butler of Saffron Walden, formerly Master of Trinity Hall, for appointment to the ancient office of Deputy High Steward, subject to the approval of the university. Lord Selwyn Lloyd held the office from 1971 until his death in May.

ACADEMIC DEVELOPMENTS



The Botanic Man himself, Dr David Bellemy, who wrote the television series on the evolution of life.

Botanic man blossoms in classroom

by Moggie Richards

A unique experiment in linking television programmes to adult education classes began in London this week with the launch of the new independent television series *Botanic Man*. Thames Television is collaborating with London University's department of extra-mural studies in the organisation of study groups built around the television series.

Classes will be offered at six adult education centres in London, each will be led by an experienced biologist. The aim will be to help students gain a greater insight into the concepts and problems highlighted in the television series.

In addition, the university's extra-mural department has arranged for the television series commentator David Bellemy, who is a lecturer at Durham University, to give two public lectures, the first of which will be held at Senate House on October 26. Though primarily intended for the study group students, the lec-

tures will be open to the public and admission is free.

The *Botanic Man* series deals with ecological issues, and is being screened at the peak time of 7 pm on Tuesdays in the Thames Television region. It is also being broadcast in peak time in other independent regions.

Educational links with the series have also been forged by the National Extension College at Compton, which has produced a home study course to accompany the programmes.

The special link-up between Thames Television and London University was inspired originally by Mr Brian Groombridge, director of the extra-mural department and formerly head of educational programmes services for the Independent Broadcasting Authority.

Discussions with representatives of Thames led to the establishment of the television company would provide video tapes of the

series. The company is also loaning video machines to two of the adult education centres which do not possess the equipment. Students will also receive work sheets to accompany the series. Fees will be charged individually by each centre.

The classes will be open to anyone living in the area covered by London University's extra-mural department, which now covers the London boroughs of Islington, Haringey, Hackney, and Waltham Forest, and Essex. Most will begin in the autumn of this month.

It is hoped that the course will serve several functions: it will introduce students to the series, provide a source of primary material for future study, and collect material for journalists and companies themselves, which will be accessible to the public.

Diploma set up to preserve drama archives

by Ngalo Creqner

The need for the study and preservation of theatre archives has led to the introduction of a one-year postgraduate diploma course at Manchester University.

The course, Performance Arts Archives and Collection Studies, in the drama department, arises from the recent interest in performing arts archives, and will help in training a limited number of specialists in this field every year.

The departments of the history of art and extra-mural studies, and the university will cooperate in the running of the course and students will be attached for short periods to the National Museum of Music, the Victoria and Albert Museum and the University of Bristol's theatre collection.

The university's Contact Theatre, the Royal Exchange, Northern Ballet and North West Sinfonia theatres have requested help with their archives. The suggestion is that such archives should be available to students, journalists and the public, and practical, the archives could be linked by computer to the British Theatre Museum now being established in Covent Garden. Thus regional performance archives could be accessible through a national catalogue.

The students on the one-year course will be trained such year in the theory, practical skills and techniques necessary to operate performing arts collections and to establish theatre/opera company archives. These skills include identifying, classifying, cataloguing, conserving, and restoring texts, books, printed ephemera and photographs, and preparing and mounting exhibitions, publicity and administration.

It is hoped that the course will serve several functions: it will introduce students to the series, provide a source of primary material for future study, and collect material for journalists and companies themselves, which will be accessible to the public.

Landscape studies over-booked

by John O'Leary

A new part-time course at Chester College, has proved so popular that applications are already being put on a waiting list for next year. The three-year Diploma in Landscape Studies reflects a growing interest in adult education in the college.

The initial enrolment target of 20 students was easily reached, bringing the total number of part-time students to about 250. Of these 200 are serving teachers on leave of absence, while the rest are studying for diplomas in religious studies or social-law studies.

Teachers, planners, housewives and retired people formed the bulk of the applicants for the new course and Dr Graeme White, the tutor in charge, expects the students to "pool their knowledge".

The spread of disciplines, which include history, archaeology, architecture, geography, geology and botany, makes this more likely because very few students could be expected to have all-round expertise.

The course, which is validated by Liverpool University, involves attendance at the college on one evening a week as well as a number of weekend field excursions. These will include trips to Anglesey, villages in Worcestershire and a detailed examination of the deserted village of Whitthurgh, Leicestershire, with the aid of 16th century estate maps.

Two years of study will concentrate on landscape from prehistoric times to the present day, with the third year involving an intensive study of a local village, culminating in a project of 10,000 to 12,000 words. Several members of staff will contribute to the different areas of expertise.

Examinations will be held at the end of the first and second years, enabling students to receive a Certificate in Landscape History if they cannot complete the final project. Candidates will be allowed two years of re-examination or resit, mission of their project if they fail a part of the course.

Country house course claims extra-mural record

Edinburgh University's extra-mural department is claiming a record enrolment of 418 students for one of its afternoon courses in the Common Market institutions or far companies with wide-ranging European interests, is to be introduced at University College, Cardiff.

The BSc Econ in European Community Studies, which will start next year, will set the study of modern European languages in the context of the contemporary political, economic, legal and social structure of Western Europe. It will involve cooperation between the faculties of law and economics and social studies, and the departments of French, German and Italian.

Students will take a first-year Part 1 in either the faculty of economics and social studies or the faculty of arts and then proceed to a three-year BSc Econ in European Community Studies. The college is an official repository for all European Community documents.

For Part 2 students will take eight courses, two from the European course group, and six from the French, German, Italian or British course groups. The second year of Part 2 will be spent abroad, year of Part 2 will be spent abroad, year of Part 2 will be spent abroad.

Speakers who have already agreed to take part include Mr Harry Riving, under-secretary at the Scottish Office; Mr Alick Buchanan-Smith, former leader of the Scottish Conservatives; and Mr George Reid, Scottish Nationalist Party MP.

Looking after the nurses

A course which has started at Southampton University this term is designed to appeal to the increasing number of nurses who want to take a degree. The university has developed a special health care option in its established honours degree course in sociology and social administration.

A new option emphasizes health care studies, and enables staff registered nurses who have the required professional qualification to obtain a visiting student status.

Departments join forces for EEC degree

A four-year degree course designed for British or European students wishing to work in the Common Market institutions or far companies with wide-ranging European interests, is to be introduced at University College, Cardiff.

The BSc Econ in European Community Studies, which will start next year, will set the study of modern European languages in the context of the contemporary political, economic, legal and social structure of Western Europe. It will involve cooperation between the faculties of law and economics and social studies, and the departments of French, German and Italian.

Students will take a first-year Part 1 in either the faculty of economics and social studies or the faculty of arts and then proceed to a three-year BSc Econ in European Community Studies. The college is an official repository for all European Community documents.

For Part 2 students will take eight courses, two from the European course group, and six from the French, German, Italian or British course groups. The second year of Part 2 will be spent abroad, year of Part 2 will be spent abroad, year of Part 2 will be spent abroad.

Speakers who have already agreed to take part include Mr Harry Riving, under-secretary at the Scottish Office; Mr Alick Buchanan-Smith, former leader of the Scottish Conservatives; and Mr George Reid, Scottish Nationalist Party MP.

North American News

Medical school drops minority admissions



Part of the Stanford campus

Clive Cookson looks at the response from Stanford to the Supreme Court's ruling on the Bakke case



Clive Cookson

Black enrolments fall at colleges as affirmative action wanes

The percentage of black students entering American law and medical schools has been declining slightly since enthusiasm for affirmative action waned over the past two or three years.

The enrolment figures for the academic year 1977-78, released recently by the American Bar Association and the Association of American Medical Schools, show that black accounted for 4.9 per cent of first year law students (down from 5.3 per cent in 1976-77) and 6.3 per cent of first year medical students (the same as the year before but down from a peak of 7.5 per cent in 1974-75).

Although these students were selected before the Bakke case, the legal controversy over preferential admissions for minority candidates was already raging, and it may have put off blacks who would otherwise have applied and on discouraged admissions officers from being too kind to minority applicants.

There was certainly less willingness on the part of law and medical schools to risk admitting blacks who were clearly underprepared academically, than in the early years of affirmative action.

A more hopeful interpretation of the decline in black enrolments is that other fields, such as business and engineering, whose efforts to attract minority entrants started later and more slowly than law and medicine, are now competing more seriously for the limited pool of qualified young blacks.

However, Dr Levi Adams, of Brown University, who is president of the National Association of Minority Medical School Educators, doubts whether medicine is losing out significantly to other profes-

WASHINGTON

In direct response to the Supreme Court's Bakke ruling, Stanford Medical School has scrapped its minority admissions committee and its goal of drawing at least 30 per cent of each entering class from minority races.

Although the medical schools' Faculty Senate accompanied its decision with a vote "to sustain its commitment to minority admissions", the fact that one of the country's leading law schools has felt obliged to drop its 10-year-old minority admissions programme confirms the apprehension of minority groups about the "chilling effect" of Bakke.

According to a Stanford spokesman, a committee set up by the Faculty Senate to review the legal implications of Bakke recommended the abolition of both the minority admissions committee, which was responsible for the separate screening and accepting of minority students, and the 30 per cent goal.

The latter was apparently more flexible than the fixed 16 per cent of places allotted to minority students by the University of California's Law School. Stanford's admissions system was struck down by a five to four vote of the Supreme Court (THE TIMES, July 7).

Stanford's new medical admissions procedure involves a single admissions committee considering both minority and white candidates. In addition, three separate panels will set up: a general panel, a minority panel, and a panel to review applicants for the Medical Scientist Training Programme (MSTP) a federally funded scheme to produce medical researchers rather than practising physicians.

The folder of each of the 5,500 applicants will be reviewed first by a member of the appropriate panel and secondly by someone from another panel. Stanford's admissions committee will be used to select about 600 candidates for interviews. Interview reports from the panel members will be submitted to the single admissions committee, which

will narrow down the pool to 250 finalists from whom the year's entering class of 86 will be eventually chosen.

The senate ruled that, to stay on the safe side of the law, members of the minority panel will not be allowed to meet together in a group or to put together a "slate" of minority candidates for consideration by the admissions committee. Factors to be taken into account in the selection process include: "grades and medical college admissions test scores, other evidence of scholarly achievement, leadership qualities, minority status, gender, and handicaps."

"The aim", the Senate said, "will be to obtain a pool of superior candidates who will be about equally qualified and sufficiently diverse to permit the final selection of a balanced, diversified class."

The Senate has set up a committee to investigate the feasibility of "weighting" the various selection criteria.

The Bakke decision has made universities so nervous of anything resembling a minority quota that Stanford spokesmen decline to say whether they hope or expect to be able to continue enrolling 20 per cent minority students under the new system. They just talk about a "continued strong commitment to minority admissions."

According to Dr Levi Adams, president of the National Association of Minority Medical School Educators, as many as one-third of the country's 120 medical schools have changed their admissions procedures as a direct result of Bakke. (He says this estimate is based on sampling and personal contacts, rather than a rigid analysis of all schools.)

Dr Adams knows of no case of a medical school which has no affirmative action programme taking Bakke as a green light to start on, although the Supreme Court last clearly take race into account in the admissions process. All the changes have involved the weakening of existing programmes.

Fees warning over tuition tax credits

by our correspondent

WASHINGTON

If Congress passes tuition tax credits—which is now "an inevitable" outcome—universities and colleges must hold down the tuition fees at all costs. Senator Jacob Javits told the annual meeting of the American Council on Education.

The Senator from New York, who is a senior Republican on the Senate Human Resources Committee (and in effect, his party's senior education spokesman), warned the assembled university and college presidents that their public image depended on this sacrifice. "If they put up their charges across the board next year, in line with inflation, the public will assume they are just cashing in on tuition tax credits, he said.

These words, from a liberal politician who is generally regarded as a good friend of higher education, angered his audience. No one agreed with Senator Javits's contention that "there are a lot of institutions that can afford to hold on to their present tuition levels for a little while."

These exchanges took place at the meeting's plenary session, whose formal agenda was described, somewhat incongruously, as a "town meeting" on the subject "Higher education and government: an uneasy alliance." There were two questioners (Gene Maceroff, education correspondent of *The New York Times*, and John Bunzel, senior research fellow of the Hoover Institute at Stanford) and a panel of four responders (Senator Javits and three university presidents). Several points of tension in the uneasy alliance came out during the discussion.

Dr Einarson had three major complaints about the way Congress handles higher education. One was the intrusion into academic affairs, as when Washington tried to force American medical schools to take more transfer students from overseas medical schools. Sometimes there is a consensus before a new law is passed, and sometimes the regulations are so badly drafted that no one knows what they mean.

The president of Wellesley College, Brimham Newell, had a more self-critical attitude. He said, "The government has been forced to push necessary regulations on to colleges and universities, such as affirmative action requirements, because the higher education community has failed to regulate itself."

A good example of this unwillingness, mentioned by Senator Javits, was higher education's absolutely miserable record on student loan defaults. He named the colleges and universities which were forced to push necessary regulations on to colleges and universities, such as affirmative action requirements, because the higher education community has failed to regulate itself.

Senator Javits had to leave for another meeting before his audience could really get its teeth into him, but after he had departed several college presidents entered the hall to vent their anger. The president of the University of Oregon, for example, declared: "My faculty members are making less than the postal workers' union or the railway clerks of the Norfolk and Western Railroad (who have been striking for more pay)... We are going to raise our tuition costs substantially and the tuition tax credits will have nothing to do with it."

Little Coor, president of the University of Vermont, said that if Senator Javits was right, "we're on the brink of one of those spiralling increases in tuition that the federal government that will lead to new regulations."

Dr Harold Einarson, president of

Ohio State University, commented pessimistically that "it's a little late" to do anything about the problem. "The trap has been set and we're now faced with a new disagreement with the government." He also criticized the Washington lobby associations maintained by colleges and universities, of which the American Council on Education is the biggest—far failing to mount a concerted fight against tuition tax credits until it was too late.

These exchanges took place at the meeting's plenary session, whose formal agenda was described, somewhat incongruously, as a "town meeting" on the subject "Higher education and government: an uneasy alliance." There were two questioners (Gene Maceroff, education correspondent of *The New York Times*, and John Bunzel, senior research fellow of the Hoover Institute at Stanford) and a panel of four responders (Senator Javits and three university presidents). Several points of tension in the uneasy alliance came out during the discussion.

Dr Einarson had three major complaints about the way Congress handles higher education. One was the intrusion into academic affairs, as when Washington tried to force American medical schools to take more transfer students from overseas medical schools. Sometimes there is a consensus before a new law is passed, and sometimes the regulations are so badly drafted that no one knows what they mean.

The president of Wellesley College, Brimham Newell, had a more self-critical attitude. He said, "The government has been forced to push necessary regulations on to colleges and universities, such as affirmative action requirements, because the higher education community has failed to regulate itself."

A good example of this unwillingness, mentioned by Senator Javits, was higher education's absolutely miserable record on student loan defaults. He named the colleges and universities which were forced to push necessary regulations on to colleges and universities, such as affirmative action requirements, because the higher education community has failed to regulate itself.

Senator Javits had to leave for another meeting before his audience could really get its teeth into him, but after he had departed several college presidents entered the hall to vent their anger. The president of the University of Oregon, for example, declared: "My faculty members are making less than the postal workers' union or the railway clerks of the Norfolk and Western Railroad (who have been striking for more pay)... We are going to raise our tuition costs substantially and the tuition tax credits will have nothing to do with it."

Little Coor, president of the University of Vermont, said that if Senator Javits was right, "we're on the brink of one of those spiralling increases in tuition that the federal government that will lead to new regulations."

Dr Harold Einarson, president of

Enhanced sandwich will produce future managers

Sheffield City Polytechnic has been invited by the Department of Education and Science to establish an enhanced engineering degree aimed at producing future managers for industry.

The course, in manufacturing systems engineering, is to start in 1979 and will be in a sandwich pattern over a period of four years and one term. The students will study engineering to honours level together with aspects of business, management, and possibly a foreign language with training abroad.

The course is soon to be submitted to the Council for National Academic Awards for validation and is expected to start in October, 1979.

ACU postgraduate list published

The Association of Commonwealth Universities has published its Schedule of Postgraduate Courses in United Kingdom Universities 1978/9.

The schedule, published on behalf of the Committee of Vice-Chancellors and Principals, lists full-time and part-time courses available at United Kingdom universities.

The schedule of postgraduate courses in United Kingdom Universities 1978/9, published by the Association of Commonwealth Universities, 36 Gordon Square, London WC1H 4PF, price £2.50.

Warwick offers alternative way to the 'whole engineer'

by Robin McKie

A new degree course in alternative engineering has been approved in principle by a special staff meeting at Warwick University's engineering department. The project will now be considered by Professor David Whitehouse, of the mechanical engineering department, before detailed proposals are considered by the university.

The course, which would start in two years, would include studies on the engineer in society, the environment, alternative technology in the UK, business management, housing problems and food production, and the problems of underdeveloped countries. This

would be in addition to basic engineering studies.

Dr Mike McPhun, a lecturer in engineering at Warwick, said that while other universities trained engineers to make up specialist positions in industry, the new course would aim at producing "whole engineers". It was intended to provide non-specialist engineers for small enterprises operating on the fringe of big business.

The new degree, which will have a target intake of about 20 students, will have a mechanical bias. Plans for the course have been considered for the past three years but have had to be shelved because of financial cutbacks.

It is expected that a final decision on the setting up of the course will be made within the next month.

For the budding executive

A new four-year degree course for students applying to executive positions in manufacturing industry has been introduced at the University of Birmingham.

The proposal was in response to a request by the University Grants Committee to a limited number of institutions for a first degree course in this kind. The course, Business Engineering Management, will be for students of high ability.

entrepreneurial engineering, which includes small business studies, entrepreneurship and innovation, and industrial design. Its particular aim is to produce highly inventive managers or owner-managers for small and medium-sized companies (25,000 employees).

Students will be able to specialize in manufacturing engineering, design of engineering systems, or choice between a modern language and business studies.

A new option emphasizes health care studies, and enables staff registered nurses who have the required professional qualification to obtain a visiting student status.

Congress saves co-op plan

Congress has saved the federal "cooperative education programme", which the Carter Administration wanted to scrap (THE TIMES, Feb 3). The Senate and House of Representatives agreed to appropriate \$15m for it in 1979, the same amount as in 1978, in defiance of the proposal in Mr Carter's 1979 budget to spend only \$5m on the programme and then wind it up.

The Department of Health, Education and Welfare argued that the programme, which helps universities set up co-op schemes—the American version of Britain's sandwich courses—"has largely accomplished its original purpose". But its supporters persuaded Congress that although 1,100 colleges and universities are already involved in cooperative education, there is still room for further growth.

\$15m for private campus grants

The United States Department of Agriculture's controversial "competitive grants programme", which makes private universities eligible for USDA grants for the first time, will be funded to the tune of \$15m in 1979.

The figure is a compromise between the Carter Administration and the Senate, which wanted an appropriation of \$30m for the programme, and the House of Repre-

sentatives, which did not want to give it anything.

Clive Cookson,
North American Correspondent,
The Times Higher Education
Supplement,
National Press Building,
Room 541,
Washington DC 20045,
Telephone: (202) 638 6763.

Overseas News

Growing concern over new contracts

from Guy Neave

PARIS The start of the university term sees growing apprehension amongst junior lecturers and part-time staff over the recently published changes in conditions of service.

Suspicion is all the more acute for the fact that the final version of the ministerial decree, published at the end of last month, differs substantially from the proposals revealed to representatives of teachers' associations in higher education by the Minister of Higher Education, Mme Alice Saunier-Seïte.

The new decree sets out the conditions of employment for three groups in universities: for researchers, for people whose main job lies outside the teaching profession and tutorial assistants.

The last of the latter is unenviable. In future, they will be required to undertake no more than 75 hours a year small group work or 150 hours a year practical supervision. Particularly tough is the fact they will only be able to remain in post for five years or to the age of 30 which ever is sooner.

Considerable changes have also been introduced in the employment of assistants in the fields of social sciences, law and humanities. In future only those preparing a PhD (Doctorat Travaux) or Doctorat (D.E.A.) or undertaking research in addition to their teaching, will be employed. It is expected however, they will teach no more than 150 hours per year, or 300 hours practical work.

Selection and recruitment for these posts will be in the hands of a committee of professors and readers (Maitre de Conference) or measure taken by many as strengthening the military in their seat to the discomfort of those of low degree.

Hardest hit of all will be junior lecturers. Though the arrangements have yet to be finalized, they seem very much to be a case of things yet to come. Those seeking to have their posts renewed will, naturally require the backing of the administrative head of their department. This is unusual. What is not is that in future the head of the local educational district who is the official representative of the central administration in the region, or, increasingly, it appears that Ministry control over higher education is being tightened by referring crucial decisions on appointments to higher education to administrative officials outside the university. This, more than anything else, suggests that the long term strategy of the



Mme Saunier-Seïte

Ministry of Higher Education is to nibble away at the foundations of the *Lai d'Orientation* of 1968. This law, introduced by Edgar Faure, guarantees the autonomy of universities.

Suspicion about the Ministry's ultimate intentions are supported by a recent statement made by a member of the Cabinet and reported in last week's *Canard Enchaîné*, France's weekly satirical paper. "Once we have dealt with the junior lecturers," this worthy is quoted as saying, "we'll take care of the rest. And then we'll see what remains of Edgar Faure's buffooneries."

This is not all, however. Junior lecturers in the social sciences and arts fields will be asked to take on a not inconsiderable workload up to 375 hours a year small group tutorial or 750 hours a year practical.

Already last month the five major unions in higher education called for a two-day stoppage in protest. Particularly worrying is the inclusion of a clause in the decree stating that assistants should be employed only "if the interests of the service demand it."

The ambiguity of this phrase is contained in the fact that heads of department are not necessarily those who decide what are "the interests of the service". This is an administrative function in France and thus determined by central government. Much depends on how the Ministry will seek to implement this usage. Yet many academics see it as a subtle undermining of the standing of the teaching profession.

The creation of a pool of lecturers without tenure, without guarantee of long-term employment is seen as a very real threat to the interests of the academic profession.

Standstill on campus figures

from John Kirkhaly

SYDNEY The virtual standstill in the number of students enrolling at Australian universities is confirmed in recently released figures from the Bureau of Statistics.

On April 30 there were 160,035 students in the country's 19 universities. On the corresponding day in 1977 the figure was 158,411. A major development is the drop in full-time students: in 1977 there were 102,901, compared with 101,235 this year.

Contrasting with this, is an increase in both part-time and external students. Those went up by 3 per cent and 20 per cent respectively.

Full-time students (101,235) comprises 63.2 per cent of all students enrolled in 1978, part-time internal students (47,191) 29.5 per cent and external students (11,809) 7.3 per cent. The equivalent percentages in 1977 were 65 per cent, 29 per cent and 6.1 per cent respectively.

The bureau said that 128,874 students were enrolled in first degree courses, compared with 127,358 in 1977. The extent to which student intake has levelled off after a period of dramatic increases can be seen in comparing figures taken over the past decade. In 1968 there were 101,537 students, while in 1973 this figure had reached 133,126.

A comparison shows that in the past 10 years the number of women at universities has risen, but that they are still in a minority. In 1968 there were 72,470 men and 29,067 women (71.4: 28.6 per cent); in 1973 there were 83,218 men and 24,908 women (76.5: 23.5 per cent); and in 1978 there were 96,218 men and 23,817 women (80.1: 19.9 per cent).

Although nearly 40 per cent of students at universities are women, the overwhelming percentage of teaching staff remain male. Only 14 per cent of teaching staff are women and most of these are in the lowest ranks. Sixty-five per cent of women in academic jobs are on temporary appointments, compared to only 19 per cent of the men. (A survey in 1976 showed that only 1.8 per cent of the country's professors were women.)

The women just don't get the senior jobs," said Miss Shirley Sampson, a lecturer in education at Melbourne's Monash University. "The universities have a preference for men. Many of the young women are more brilliant than the young men in universities. They have to be to get jobs in the first place."

Australian university students are also coming from an older age group. In 1968 38.1 per cent of students were in the 17 to 20 age bracket, compared to 35.8 per cent in 1973 and 30.7 per cent in 1978. By contrast, students over 31 in 1968 were 22.4 per cent of the total enrolment, compared to 13.4 per cent in 1973 and 20.7 per cent in 1978.

A similar, if less dramatic, pattern is to be found in both the 21 to 25 and 26 to 30 age groups. A comparison in the first group shows: 1968 (38.1 per cent), 1973 (37.4 per cent) and 1978 (33.8 per cent). In the second group the change has been: 1968 (11.4 per cent), 1973 (13.5 per cent) and 1978 (14.9 per cent).

It seems likely that Australia's student numbers will soon reach a position of no growth and may even decline. This trend was confirmed in the recent volume two of the Tertiary Education (T.E.C.) report for the 1979-81 triennium. The trend has been encouraged by a virtually static population level and relatively high unemployment (5.9 per cent of the workforce in July).

Library group opens doors

The Library Association of South Africa has opened its membership to non-white librarians of whom there are a considerable number employed by public bodies and organizations, will in future have a voice on conditions of service and other matters affecting their profession.

Chaos threat as unions back strike by staff

from Uli Schneider

ROME Striking academic staff, backed by the country's three most powerful unions, threatened this month to cause havoc at Italian universities.

Junior staff, the so-called "university" (not permanently employed) who make up the bulk of teaching staff, voted to walk out in the first of a series of strikes to protest against unjust treatment.

Italy's three main unions immediately hurried their weight behind the strike by calling on non-teaching staff to stage walkouts in support of their own demands for higher wages.

The decision of the teachers and the unions came simultaneously with the announcement by the Senate of education commission that it had completed its year-long study of the University Reform Bill proposals and passed them on to Parliament.

The Bill has left the "university" staff in a state of confusion. It is a fairer wage structure, but a long overdue Bill has already become a target for irate criticism after its proposed clauses had been extensively diluted in months of commission debates.

The principal reason for the diluting process has been fear among the Christian Democrats and the Communists that the Bill which affects two million higher education students could become a positive political tool for one of them out of the delicate balance of power between them.

Rather than run any risk both parties insisted on amendments to the original proposals that have apparently left the Bill quite ineffective.

Even the president of the commission, Senator Giovanni Spadolini, admitted: "We don't pretend to have worked out a perfect project, nor a definite one. The issue of the Bill is a great national question which has been aggravated by lack of comprehension."

The statement was a trifle ironic after twenty years of efforts to reform the antiquated state-run higher education machinery which is still very in 1976 showed that only 1.8 per cent of the country's professors were women.)

The current proposal (which Parliament will begin to debate on November 1) seems destined for the same fate. Even as it reached Par-

liament academics, labour unions and opposition parties denounced it as utterly inadequate. "We will not accept this proposal which is only a reform in name," said the Italian Socialist Party (PSI) warned. He added: "The reform should at least contain some essential content to merit the name."

The negative reaction to the proposed reform proposals has prompted a number of academic and non-academic staff of the Rome University to take over several faculties in protest.

The all-party commission had demanded a return to numerous students whose high school certificates are considered insufficient for their selected university courses.

It also tried to solve the aspirations of the "university" staff to achieve permanent posts by forcing them to submit to a national-wide annual "competition" for vacant posts.

The posts would be allotted by academic boards whose composition has become one of the principal stumbling blocks of the proposal. The quota for each faculty is to be linked with the professional level of the economy—ideas which was at once attacked by students who considered this would create an Occidental campus society with big brother choosing the course.

The decision of quotas and the choice of courses was to be left to a 48-member special commission composed of parliamentarians, higher education specialists and trade union representatives.

The faculty system was to be replaced by a British-style department system and a two-year diploma was to be added to the four-year laurea (bachelor degree) which is the traditional course for Italian students.

However, the laurea will continue to elevate its holder automatically to a higher income bracket. The abolition of the laurea value of the laurea has often been advocated by academics as a sure means to reduce congestion at Italian universities.

Despite the favourable reaction to the initial proposals it seems unlikely now that many of them will (if ever) pass through the houses in their original form.

The anticipated and copious Bill proposal now before parliament has been seen in full by those who worked on it. It has lost considerable punch and effectiveness. The result is yet to emerge.

Rectors attack Government over 'meagre' budgets

from James Currell

BILBAO Spanish university rectors at their week-long conference in Madrid last week lashed out at the administration and accused it of running the universities on a shoestring budget.

The President of the conference, the Rector of Salamanca University, claimed that the universities could give no guarantee of physically surviving the present academic year on the meagre outlay assigned to them by the Government.

Basic costs of maintenance and personnel shot up by 40 per cent last year, whereas the state university subsidies had been increased by a mere 10 per cent. The rectors' preoccupation stemmed from the fear that this 10 per cent increase would be mislaid throughout the year. The present funds available to higher education, they lamented, were completely unrelated to the record students intake of previous years.

The actual financing runs to 1162 million over a total enrolment of 550,000 students. In comparing

their subsidies with those allotted to other European universities, the university of Bonn was cited as receiving £107 million to cover a student roll of 26,000.

The dons appealed to the political parties to adopt a more serious attitude towards the universities as an essential long term investment. The structure and quality of higher education was being undermined by the lack of adequate funds. It was undertaken at a very low level on such precarious finances and the salaries paid to contracted assistant lecturers were described as ludicrous.

It is rumoured that a major economic crash programme similar to last year's Moncloa Pact which doled out emergency funds to education is about to be negotiated. As the universities were considered a luxury, they were passed over in the distribution of government largesse last year, the rectors' statement seemed as an attempt to state their case in good time for the next loosening of the state purse strings.

Degree recognised by Russians

COLOMBO The degree of Bachelor of Arts or Bachelor of Science conferred in Sri Lanka will entitle its holders to continue education at Soviet higher educational institutions for the diploma equivalent to the Master of Science or Master of Arts.

This is the effect of an agreement on the equivalence of degrees and ranks, signed in Colombo by Mr. Rasolik Nishenkov, USSR Ambassador to Sri Lanka, and Dr. Stanley Kappas, Secretary of the Ministry of Higher Education on behalf of the two governments.

Shaping the future of the colleges

John O'Leary meets John Barnett, principal of Ripon and York

Leading the colleges of higher education into the unknown territory of the 1980s must be a task of the highest order. Still evolving after a decade of change, the colleges and institutes face the challenge of carving a niche in the system before traditional universities numbers start to shrink, possibly bringing a new wave of obsolescence. As the least known and least understood of the future may be the most difficult to determine and the need for action to mould their own futures.

The man charged with providing the lead, as well as seeing his own college over a crucial period, is Mr. John Barnett, principal of the College of Ripon and York St John. A former headmaster and later principal of Culham College of Education, Mr. Barnett is now in a pre-eminent position as chairman of the Council of Principals of the Church of England colleges of education.

The church colleges, including his own, form an important part of the Standing Conference of Heads of Institutions in Higher Education, of which Mr. Barnett is the first chairman.

The standing conference is still in its infancy, having been formally established last December after several months of on- and off-basis, but already it has served notice of its potential. With the present membership standing at 18 institutions of widely varying character, the conference represents a significant step towards higher education specialists and trade union representatives.

The faculty system was to be replaced by a British-style department system and a two-year diploma was to be added to the four-year laurea (bachelor degree) which is the traditional course for Italian students.

However, the laurea will continue to elevate its holder automatically to a higher income bracket. The abolition of the laurea value of the laurea has often been advocated by academics as a sure means to reduce congestion at Italian universities.

Despite the favourable reaction to the initial proposals it seems unlikely now that many of them will (if ever) pass through the houses in their original form.

The anticipated and copious Bill proposal now before parliament has been seen in full by those who worked on it. It has lost considerable punch and effectiveness. The result is yet to emerge.

They feel they deserve in the shaping of higher education. Such a stance is typical of Mr. Barnett's pragmatic attitude both at a national and local level. It is a conscious decision not to put any obstacles in the way of any possible reorganisation of representation for the maintenance of higher education. The principals see their role as no less important than that of the polytechnic directors and are reluctant to play second fiddle at such a crucial time for the education world.

The result of this policy at present is a considerable workload for Mr. Barnett, which inevitably takes him away from York more regularly than he would like. That he can meet the demands of the chairmanship is a mark of the success he has had at York. For while other principals are anxiously scanning recruitment figures and seeking approval for diversified degrees to replace lost teacher training courses, Mr. Barnett is able to survey a thriving institution which, he says, is geared to running without difficulty in his absence.

Part of the reason is that the college was ahead of its time in undergoing the fundamental changes which now face many other similar institutions. The troubles suffered in Ripon and York—the loss of teacher training places, controversy over degree validation, the merging process, the establishment of diversified courses and the problems of split sites—are a microcosm of the overall challenges facing the sector.

And it is not only the flexible approach of Mr. Barnett and his colleagues which has produced a successful answer so far.

The colleges actually merged in 1975 but two years of careful planning preceded the event, making the transition a relatively smooth one. The new institution's degrees were much less so, but finally provided an example of the adaptability which is a keynote in the college's development. League discussions with other universities, particularly higher education, have been a constant theme. While some have changed its collective mind about the move at successful meetings.

The colleges withdrew and, after further discussions with the Council for National Academic Awards, took up an invitation from the Council to join the new body of higher education. Indeed, the principals have made it clear they will willingly welcome the very existence of the standing conference if a new body would give the colleges the voice

they feel they deserve in the shaping of higher education. Such a stance is typical of Mr. Barnett's pragmatic attitude both at a national and local level. It is a conscious decision not to put any obstacles in the way of any possible reorganisation of representation for the maintenance of higher education. The principals see their role as no less important than that of the polytechnic directors and are reluctant to play second fiddle at such a crucial time for the education world.

The result of this policy at present is a considerable workload for Mr. Barnett, which inevitably takes him away from York more regularly than he would like. That he can meet the demands of the chairmanship is a mark of the success he has had at York. For while other principals are anxiously scanning recruitment figures and seeking approval for diversified degrees to replace lost teacher training courses, Mr. Barnett is able to survey a thriving institution which, he says, is geared to running without difficulty in his absence.

Part of the reason is that the college was ahead of its time in undergoing the fundamental changes which now face many other similar institutions. The troubles suffered in Ripon and York—the loss of teacher training places, controversy over degree validation, the merging process, the establishment of diversified courses and the problems of split sites—are a microcosm of the overall challenges facing the sector.

And it is not only the flexible approach of Mr. Barnett and his colleagues which has produced a successful answer so far.

The colleges actually merged in 1975 but two years of careful planning preceded the event, making the transition a relatively smooth one. The new institution's degrees were much less so, but finally provided an example of the adaptability which is a keynote in the college's development. League discussions with other universities, particularly higher education, have been a constant theme. While some have changed its collective mind about the move at successful meetings.

The colleges withdrew and, after further discussions with the Council for National Academic Awards, took up an invitation from the Council to join the new body of higher education. Indeed, the principals have made it clear they will willingly welcome the very existence of the standing conference if a new body would give the colleges the voice

they feel they deserve in the shaping of higher education. Such a stance is typical of Mr. Barnett's pragmatic attitude both at a national and local level. It is a conscious decision not to put any obstacles in the way of any possible reorganisation of representation for the maintenance of higher education. The principals see their role as no less important than that of the polytechnic directors and are reluctant to play second fiddle at such a crucial time for the education world.

The result of this policy at present is a considerable workload for Mr. Barnett, which inevitably takes him away from York more regularly than he would like. That he can meet the demands of the chairmanship is a mark of the success he has had at York. For while other principals are anxiously scanning recruitment figures and seeking approval for diversified degrees to replace lost teacher training courses, Mr. Barnett is able to survey a thriving institution which, he says, is geared to running without difficulty in his absence.

Part of the reason is that the college was ahead of its time in undergoing the fundamental changes which now face many other similar institutions. The troubles suffered in Ripon and York—the loss of teacher training places, controversy over degree validation, the merging process, the establishment of diversified courses and the problems of split sites—are a microcosm of the overall challenges facing the sector.

And it is not only the flexible approach of Mr. Barnett and his colleagues which has produced a successful answer so far.

The colleges actually merged in 1975 but two years of careful planning preceded the event, making the transition a relatively smooth one. The new institution's degrees were much less so, but finally provided an example of the adaptability which is a keynote in the college's development. League discussions with other universities, particularly higher education, have been a constant theme. While some have changed its collective mind about the move at successful meetings.

The colleges withdrew and, after further discussions with the Council for National Academic Awards, took up an invitation from the Council to join the new body of higher education. Indeed, the principals have made it clear they will willingly welcome the very existence of the standing conference if a new body would give the colleges the voice



John Barnett: providing the lead.

prising that Mr. Barnett admits to being anxious about the future of some colleges. He draws an analogy with village schools—universally admired but nevertheless threatened because of their inability to provide the range of options considered necessary for modern education.

Mr. Barnett's view of the future both for York and Ripon St John and the other members of the standing conference is brutally simple: "We must be innovative and not interested merely in survival. Colleges must show a range of responsibilities in that respect with hundreds of jobs bound up in the college, we will not survive unless we can be innovative." The signs are that York will be capable of meeting that challenge, but the question remains of how many of the other colleges will be able to follow suit.

Leeder, Page 25

German ministers revise student number plans

by Günther Kloss

BONN The West German Kultusminister-Konferenz (Standing Conference of the Land Education Ministers) has published revised planning figures of student numbers in the Federal Republic up to 1995.

According to the basic projection total numbers of full-time students at universities, comprehensive universities, advanced vocational colleges and colleges of education will reach a minimum of 1,360,500 by 1988 (1977/78: 1,140,000) and will drop to 1,044,800 by 1995.

The German predictions are bedevilled by the same sort of uncertainties as the British projections contained in the recent *Higher Education into the 1990s* document.

The Germans offer two different projections. Both are based on known demographic trends. Both assume the same percentage of grammar school leavers qualified for university entry, which in Germany falls in the 19 to under 21 age group.

280,400 Abiturienten by 1983. Their number then fell by 40 per cent to 169,000 by 1995 because of the drop in the birth rate. Secondly, both variants rely on a previously published projection which predicts an increase in the participation rate—that is, in the number of entrants expressed as a percentage of qualified leavers (the Germans do not use the term *gross enrolment*).

This would, in fact, mean a return to the traditional pattern prevalent until the mid-1970s, when almost all qualified school leavers were willing to embark on higher education courses.

Of these two projections have remarked that given recent trends and the general economic development a great many economic and social factors come into play here, just as in Britain, so that this high rate of university entrance is by no means guaranteed. It might have been more prudent to offer, as the British *Higher Education into the 1990s* document does, variant based on several different assumptions.

The two German variants reflect different assumptions in the percentage of courses offered, as in the Federal Republic, yielding

Battle to beat the £8m academic book thieves

A lecturer who liked the smell of old books admitted that he had stolen £23,000 from Oxford's Bodleian Library. The books were never recovered.

An Iranian student was jailed for two years for stealing precious books and manuscripts, valued at £86,000, from Cambridge University. Most were recovered although several had been damaged when they were shipped from books with nail scissors.

Each year books estimated at roughly £8m disappear from library shelves throughout Britain. About half is improperly taken from academic libraries as never returned. Domestic court cases hit the headlines but the wholesale theft of books from libraries is a continuing headache for librarians.

Academic libraries are the worst victims of the book thieves. Public libraries lose about 1 per cent of their stock per year. In academic libraries the figure is believed to be nearer 3 per cent, although no official figures are published.

A survey has shown that books to law, medicine, sociology and other subjects are most likely to be stolen. It is not that tomorrow's lawyers, doctors, social workers or priests are more dishonest. The explanation is simple: these text books for these subjects are more expensive—a medical text book can now cost £80 or more.

Experts in the theft prevention world also believe that ideology plays a significant part in sociology book thefts. Social studies students seem more likely to queue the

concept of ownership of property than others.

So the real reason for the continuing upward trend in thefts is not necessarily that people are becoming dishonest. It really reflects the astronomical rise in book prices and the increasing pressures on student finances.

The amount of money spent on acquiring books for university and polytechnic libraries has not risen as quickly as book prices. With more students in search of a limited number of books, the pressure is greater, and the temptation to steal becomes less easy to resist.

"Moral standards in regard to libraries seem to have a completely cynical trend," says the sales manager for one of the leading manufacturers of book theft detection systems, Mr. Geoffrey Wride.

"The person who would not think of pinching a pack of lace from Sainsbury's will quite calmly go into a library and take a text book."

And book stealing is by no means confined to impoverished students. One of the first victims of 3M—the system sold by Mr. Wride—was a university professor.

With the financial pressure on libraries accentuated by the depredations of the book thieves, librarians are increasingly turning to the use of pinching a pack of lace from Sainsbury's will quite calmly go into a library and take a text book."

And book stealing is by no means confined to impoverished students. One of the first victims of 3M—the system sold by Mr. Wride—was a university professor.

With the financial pressure on libraries accentuated by the depredations of the book thieves, librarians are increasingly turning to the use of pinching a pack of lace from Sainsbury's will quite calmly go into a library and take a text book."

And book stealing is by no means confined to impoverished students. One of the first victims of 3M—the system sold by Mr. Wride—was a university professor.

With the financial pressure on libraries accentuated by the depredations of the book thieves, librarians are increasingly turning to the use of pinching a pack of lace from Sainsbury's will quite calmly go into a library and take a text book."

And book stealing is by no means confined to impoverished students. One of the first victims of 3M—the system sold by Mr. Wride—was a university professor.

staircase market growth in recent years and expect it to continue. The new generation of equipment is now less prone to noisy anti-theft devices, and the use of book thieves is now less common.

The market is highly competitive, with a relatively small number of firms battling for a share with staff, essentially similar systems. Superficially the systems share many characteristics. The common factor is a triggering mechanism hidden in each book which can be picked up by a surveillance device which acts to prevent improper removal of books by automatically locking the exit gate.

The 3M system is typical of the new generation of detector equipment. Mr. Wride says the trigger mechanism, which is easily incorporated in the book, is the most discreet on the market.

Obviously, one involved in library security wants their secrets made readily available to people who may use the information unscrupulously. But the 3M system differs in that it is more selective than earlier ones. Many problems arose when innocent library users with a metal comb, watch or can of beans in a shopping bag set off the detection system.

It has characteristics which are definable, more or less logical, and Mr. Wride says: "Being logical and definable, we are able to develop a surveillance system which picks up the trigger material and nothing else."

There is often an initial burst of suspicion from librarians as well as students who tend to

resent any form of mechanized surveillance. But the first mistake is not of making sure that students are told of the benefits they can expect—like going to the library on the eve of their finals in reasonable certainty that the key book they need will still be on the shelf.

"We try not to give the impression we are putting in a 1984 George Orwell sort of thing, but an unfortunately necessary piece of equipment to prevent the majority of students who are honest being inconvenienced by the minority who are dishonest," Mr. Wride says.

Bristol University librarian, Mr. Norman Higham, is an enthusiastic convert to electronic surveillance systems. One was installed at Bristol two years ago and he expects that in another four it will have paid for itself.

"It takes away the human element from the exit check," he said. "Once benefit is that it removes the appearance of security. Instead of a beady-eyed porter watching and asking to look at books he suspects may have been removed improperly, you have a virtually unperceived exit. It is less objectionable ethically in terms of the relationship with the users."

He expressed his sadness that a tiny minority of students reject established procedures for ensuring that everyone had a chance to see improper borrowing. The electronic system means we have a much better chance of controlling this situation, and preventing the loss of books through improper borrowing."

There is often an initial burst of suspicion from librarians as well as students who tend to

David Jobbins

A course in confidence for redundant workers

When Thorn Electronics shut down, Bradford College launched Lift-off, a unique scheme to help the people who had lost their jobs. Maggie Richards reports.

The lives of 2,200 electrical workers in Bradford were shattered earlier this year by the news that their firm, Thorn Consumer Electronics, was to close down.

Employment prospects in Bradford are bleak—particularly for those in unskilled or semi-skilled occupations, who formed a sizeable number of the Thorn workforce—so the closure presented a challenge to, among others, the city's education authorities. A response came from Bradford College, which launched a unique programme aimed at those workers least likely to obtain alternative jobs.

The college has taken staff new insights into the problems of catering for mature students, and has revealed the inadequacy of the Training Services Division's TOPS courses and preparatory studies to cope with redundancy and re-education on a massive scale.

How the college set about establishing a special programme for the Thorn workers and its subsequent progress are recorded in an interim report just published.

When it became clear that closure at the Thorn plant was inevitable, approaches were made to the management and shop stewards, prompted by Mr Joe Mitchell, the college's coordinating tutor for trade union studies, who felt the institution ought to help in some way to alleviate the plight of the jobless.

From discussions with the trade union convenor at Thorn's, and the company's training officer, the suggestion of a four-week summer school for redundant workers emerged. The purpose of the course would be to familiarize students with the college, to provide diagnostic and counselling services and to identify viable areas for continued studies.

It was recognized that uppermost in the students' minds would be the programme's potential to enhance their job prospects, so that the curriculum had to be developed with this aspect very much in view. But college staff had to be realistic from the start about Bradford's unemployment situation and accept that in many instances the programme would not lead to new employment. Course planning had, therefore, to allow for the twin purposes of enabling students to explore different vocational areas while also being able to examine their own potentialities in a for- or-against context of long-term unemployment.

A first attempt to interest Thorn workers in the summer school programme, entitled Lift-Off, was a dismal failure. The college staged an exhibition with the emphasis very much on existing provision.

A news-sheet was issued inviting employees to apply for places on the four-week summer school.

By the end of the second week of the exhibition, and following distribution of a second pamphlet, only 20 of the Thorn staff had expressed any interest in attending Lift-Off. College staff realized their mistake. It was not feasible for many of the Thorn workers, with only hazy ideas of alternative job options, to transfer to established further education provision after so short an introductory period. Many of the existing courses were also job-linked, with training forming an integral part of employment.

To make employees more aware of the wider opportunities the college had to offer, Thorn's trade union convenor suggested an invitation to all the plant's shop stewards to visit the college and report back to their own members.

The move, coupled with visits to the works caused by college staff, provoked responses from some 560 workers. Each of them was invited to attend the college for an individual interview and enrolment in mid-August.

The programme launch date was carefully designed to coincide with the day on which the Thorn plant would normally have resumed following the summer holiday break. It was also thought prudent to introduce the workers to the college well before the bulk of the student population arrived in September, allowing them to become accustomed to their new surroundings.

In all, 322 students finally registered for Lift-Off. In ethnic terms 42 per cent of British origin, 37 per cent from Asia, and the rest generally from West Indian and European backgrounds. About one-fifth of the students were men; among the women more than 70 per cent had been employed as unskilled or semi-skilled labour. Only 33 students possessed any formal qualifications—the Certificate of Secondary Education or GCE O-levels.

Lift-Off offered the students basic education studies in literacy, numeracy, English as a second language where necessary, and a communications workshop which concentrated on spoken English. Students then selected options from a variety of subject areas including, for example, office studies, domestic electricity, sewing, catering, art and photography.

In order to obtain unemployment benefits, the students were permitted to attend college for two and a half days a week. Two of these days were spent following the basic education studies and subject



The sewing group at Bradford College is continuing

options—one morning a week was reserved for students to experiment with options they had not selected.

In some instances options were purely vocational in content; in others, a broader perspective was adopted. For example, was geared more to the need in financial hardship to maintain levels of nutrition on a limited budget.

Several major obstacles loomed when college staff set about designing continuation courses in success Lift-Off. By far the biggest problem was presented by the female students whose excessive numbers, low skill levels, and age groupings militated against them in addition, Asians formed a significant proportion of the women students, and were handicapped by severe language difficulties which could not be immediately remedied.

Workers with higher degrees of skill were also a cause for concern. Skills acquired at the Thorn plant had often been intensely specialized, and not easily transferable to other industries. In these instances, vocational education of a broader nature than generally offered by further education was required to improve job prospects.

In mid-September 130 students from Lift-Off registered for the

continuation course; another nine have opted for other further education courses within the college—mostly on a part-time basis. One, with the aid of a discretionary grant, has begun an arts foundation course.

A spin-off from the summer school has been the awakening of interest in adult education classes among some of the Lift-Off students. The continuation course at present consists of work in the area of basic adult education, combined with presentation of several subjects developed from Lift-Off. Car maintenance evolved into automobile engineering and welding; entering is now to proceed from basic cookery to City and Guilds level; two groups of students are pursuing office studies which includes typing instruction; the sewing group is continuing.

In one subject area the college staff have encountered opposition—Bradford's local hairdressers' federation expressed alarm that training in this field should be continued. The problem has been resolved by emphasizing that no professional qualification will be awarded.

In exploring alternative avenues for the Lift-Off students, staff automatically looked to TOPS provision. Their hopes were soon dashed:

they found the scheme could not cope with the numbers of workers involved and, more seriously, those most educationally disadvantaged and therefore least likely to obtain alternative employment were not considered eligible for places.

Workers whose spoken English was poor were excluded from the scheme, as were those deficient in literacy and numeracy skills. TOPS also demanded strong evidence of a serious intention of taking up work in a specified area, while most of the Lift-Off students had no clear idea of alternative directions.

As might be expected in an area of substantial unemployment, demand for TOPS places was found to be high. Thorn workers who succeeded in overcoming all the obstacles of application were subsequently faced with a six-month queue for retraining.

Officials of the Training Services Division did carry out interviews at Thorn shortly after the closure announcement and 40 of the 140 applications for places were accepted. But after investigation, staff at Bradford College have decided not to recommend their students to apply for TOPS places.

One serious shortcoming of the Lift-Off scheme and continuation programme has had to be accepted: whereas Lift-Off students receive earnings related income during their courses, no such provision can be made for those on the college's own courses.

So far Bradford Metropolitan Council has enthusiastically encouraged the college scheme, providing £50,000 to fund Lift-Off and the continuation programme until next April, and granting discretionary awards where necessary for full-time study.

Some of the original Lift-Off students have found jobs. A well-accepted first step was the Thorn plant and is busy recruiting to meet the Christmas rush. Whether this is a temporary respite for the students has yet to be established.

The college's course coordinator, Ms Leslie Franks, was one of the staff principally involved in establishing Lift-Off. She feels the course was of value in building the self-confidence of students even though their job ambitions might not have been realized, and that the students themselves had recognized this.

Still too honefied enormously from the experience: "It has opened up to us the need to re-examine what adult education is about—what those people who claim to be educating us are really doing and the like will have to rethink their views."

"Lift-Off": A summer school for redundant workers from Thorn Consumer Electronics, Bradford College, Great Horton, Road, Bradford BD7 1AY.

As far as our pupil is concerned, there's nothing to choose between a fixed language laboratory and Sony's Travelab.

They both give him a tape deck and headset, as well as a controlling console for the teacher.

Of course, if you're the one who's buying the system, it's quite a different story.

The Travelab, as a portable, desk-top set-up, will cost less than half the price of the average fixed laboratory.

Alternatively, you can have it installed into booths and it'll still be way under the price of other fixed language labs.

Its design is very simple, so there's little to go wrong.

Yet because it's mains/battery,

you get the best of both worlds.

As well as being able to install the Travelab, you can disconnect its recorders so they can be used in a different class, or even taken home for pupils to study by themselves.

Its console is pretty versatile, too.

Though very compact and simple to operate, it enables the teacher to monitor or converse with individual pupils.

He can also talk with any number of pupils together and, with an extra recorder, these conversations can be recorded.

Although each system is for ten pupils, you can teach up to twenty by doubling-up with a second console.

If you'd like to know more about the Travelab, just post off the coupon.

To: Sales Manager, Sony (UK) Ltd, Commercial & Industrial Division, Pyrene House, Sunbury Cross, Sunbury-on-Thames, Tel: Sunbury-on-Thames 89581. Please tell me more about the Sony Travel Lab System.

Name _____
School _____
Address _____

TH/13/10

SONY

We'll send you detailed information about it, and the address of our nearest specialist dealer.

Either way you look at it, the Travelab will save you money.

Whether you want a system that's portable or permanent, it's the only language laboratory that gives a lesson in economics.

They're no different to him. But then he's not paying for them.



£5,000
Fixed language lab.



£1,915
Sony Travelab.

Douglas Morrison reports on the background to withdrawal of recognition of a Heriot Watt course

How planners fell foul of RTPI

The troubles in Heriot Watt University's department of town and environmental planning began to come into the open with the report of the Royal Town Planning Institute's visiting party in 1976. It objected to these shortcomings in the MSC:

- It lacked an integrated common core.
- Project work was not sufficiently comprehensive and was often limited to a narrow range of subjects.
- Wide areas of necessary tuition were omitted.
- There were insufficient problem-solving exercises.
- Too much time was taken up by the department.
- Special skills of students were not fully developed.

It also noted that internal discussion existed in the department. It was sufficiently dissatisfied with the way the course was organized to recommend that although the MSC should be given up to the 1978 intake, it should be reconsidered once the department had a chance to act on its observations. In other words, if they did not pull up their socks future recognition might be jeopardized.

The university was so worried about the state of affairs that it set up an internal inquiry in the summer of 1976. Staff claim the two-man inquiry was particularly unsympathetic to their views and their

findings tended to support the status quo.

At one point the report of the inquiry states "the staff took the view that the department was in a state of confusion and that the MSC should be given up to the 1978 intake" (p. 17).

"In a letter to the principal of the College of Art the senior staff, writing allegedly on behalf of the staff of the department, to all intents and purposes, 'gave a thumbs down' to Mr Melville."

It also seems to doubt the validity of the staff "seeking to extract from Professor Melville some kind of declaration of intent as to his educational philosophy." It recommended most strongly that professional recognition of the course by the RTPI should be maintained since this was clearly fundamental to the educational future of the department, its staff and students.

It goes on: "It is a matter of the greatest urgency that the department should be given the opportunity to the proposed RTPI visit for the next academic year. We accordingly recommend that the head of

department be empowered to seek approval to appoint an external assessor to determine course structures and content."

The external assessor resigned, however, and the department was left in a state of confusion.

Staff complain that the professor has always been reluctant to offer them much influence over organization and the content of courses, particularly regarding what changes should be made to meet RTPI requirements.

They say he is withdrawn, unwilling to exchange views and since he has done so teaching in his time in the department and not much in the years before joining has little of their problems. They also differ in their philosophical bases, staff tending towards more modern global views of environmental planning, taking in social sciences, whereas Professor Melville's more strict town planning orientation.

Some staff claim he was opposed to having postgraduate courses involving sandwich components. After the internal inquiry the university put forward the RTPI in 1977 ideas for change. The SSC

also asked to be consulted since it provided studentships. It was so dissatisfied that it gave non-classified status to the course and withdrew the grants from the 1977 intake.

The RTPI subsequently made encouraging noises but when the 1978 visiting party came in February it completely reversed its judgment. It noted that in response to the 1976 criticisms some changes had been made, but that notwithstanding these revisions the course is far from satisfactory.

"The additional elements seem to have been introduced in an arbitrary manner without regard to relationships with other elements. As a result it appears to consist of a set of disconnected elements which, through lack of coherence, fail to provide students with that understanding of the symbolic nature of the planning process which should be an essential part of any planning education."

A failure of the department to exploit the potential of an integrated educational process was a secondary effect of overloading the course with projects, seminars, and lectures to the point where students

acquire only a superficial knowledge of a wide variety of apparently disconnected topics and have insufficient time to read and develop their own particular interests and abilities."

Referring to the specific criticisms made by the 1976 visiting party it said that the course:

- still lacked an integrated common core.
- the preparation for the dissertation was not sufficiently structured and there was some confusion as to whether it should be a research exercise or a prescriptive project.
- assessment was not a satisfactory method of measuring student ability and in the light of these facts did not consider the course fit for recognition.

On the internal tensions it felt their educational standards were not as high as they might have been "because of the apparent inability of staff to accommodate the various views about planning and education present among their number."

It was particularly concerned that "at a time when the environment is changing so rapidly changing opportunities are limited to the department is not to a position which will allow it to develop a clear philosophical stance and to exploit the opportunities which become available."

هكذا في الأصل

100

Classified Advertisements Index

ents
ed

accommodation

**KENYATTA
UNIVERSITY
COLLEGE
KENYA**

(constituent college of
University of Nairobi)

Applications are invited for
post of LECTURER in
TILE DESIGN in the
DEPARTMENT OF FINE
ARTS. The appointee will be
responsible for the teaching
developing of Women
students of both under-
graduate and postgraduate
levels. Applicants should
have a good university or
college degree or
equivalent with specialisation

knowledge of simple things
of nature, including their
names, structure, chemistry, and
effect of decay on various. Ex-
posure to leading up to an
appreciation for higher educa-
tion will be advantageous.
Students should send
a photograph, outline
and pieces of actual spec-
imens, or photographs, and
clips of their work. These
should be posted and
sent off mail to the Regis-
trars, Kenyatta University
College, Nairobi, Kenya,
P.O. Box 312, 312 P.O. (KCC-
14 sterling). The British
Government is unlikely to
provide salary supplement
it and assigned head-
master. Finally passage sub-
ject: History, SSSE or
U.C. non-compulsory
educational scheme. Official
allocations: two
curriculum vitae and
tag three references to be
direct to Registrar,
Kenyatta University College,
Box 33844, Nairobi,
Kenya, by 15th November.
Applicants resident in
the UK should also send one
to Inter-University
Council, 30-31 Tottenham
Court Road, London W1P
0LP. Further details may
be obtained from either
sources.

**UNIVERSITY OF
TECHNOLOGY**

**RESEARCH
ASSOCIATE**

Applications are invited from students in engineering, applied mathematics, and management studies for a RESEARCH ASSOCIATESHIP in the field of engineering management in engineering batch management. The study is supported by grants from the Science Research Council and will run for three years. Students will involve data collection and analysis with the aid of computers, and the appointee may be in need for a higher degree in the field of management studies. For reviews, further details and application forms, contact the Director, Husband, Department of Planning Production.

Leicester

Overseas continued

OVERSEAS TEACHING POSTS

HEAD OF ENGLISH LANGUAGE TRAINING

(Syria)

The Vocational Training Complex, Qabun, Damascus
To organise and participate in English Language training courses, production of ESP materials and re-training of existing staff, including selection of future instructors.
Qualifications: a degree in English or Modern Languages with 1 year university qualification in TEFL. Postgraduate qualification in Linguistics desirable. Five years overseas experience essential with materials writing or teacher training experience.
Salary: £5,000-£8,120 plus 10 per cent inducement.
Benefits: personal and children's allowances, free furnished accommodation, 2 year Kelt contract, renewable. 78 WO 194

INSPECTOR OF ENGLISH

(Oman)

Ministry of Education, Balitnah Coast
To inspect schools, organise in-service training and assist with materials production.
Qualifications: candidates must only, must have a one year university postgraduate qualification in TEFL and TEFL experience, preferably in inspecting or teacher training.
Salary: £5,000-£8,120 plus 10 per cent inducement allowance.
Benefits: overseas and children's allowances, free furnished accommodation with free electricity and water, employer's portion of superannuation contribution, 2 year Kelt contract, renewable. 78 WE 7

LECTURER IN ENGLISH METHODOLOGY AND TEACHING PRACTICE

(Yemen)

Faculty of Education, University of Sana'. Duties will include some teaching in the English Department. Qualifications: Degree in English or Modern Languages from a British university plus a teaching qualification in TEFL and 5 years' experience (including some overseas) in teacher training courses.
Salary: £5,681-£7,707 p.a. plus 10 per cent inducement.
Benefits: personal and children's allowances, free furnished accommodation, 2 year Kelt contract, renewable. 78 WV 83

HEAD OF ENGLISH DEPARTMENT

(Yemen)

National Institute of Public Administration, Taiz
To teach English up to Cambridge First Certificate level to mainly government employees.
Qualifications: candidates must only, must have a British educational background, postgraduate TEFL and 5 years' teaching experience.
Salary: £5,000-£8,120 p.a. plus 10 per cent inducement.
Benefits: personal and children's allowances, free furnished accommodation with free water and electricity, employer's portion of superannuation contribution, 2 year Kelt contract, renewable. 78 WO 199

LECTURER IN ENGLISH LANGUAGE

(Singapore)

Ngee Ann Technical College
To teach general English and ESP, duties include materials preparation and testing.
Qualifications: Degree, 1 year postgraduate TEFL qualification and minimum of 2 years' experience.
Salary: \$1,315-\$2,420 per month. (Rate of exchange approx. \$4.3=£1).
Annual bonus and other benefits. 2 year contract. 78 PO 126

ENGLISH ADVISER

(Bangladesh)

University Grants Commission, Dacca. To develop an effective ELT/ESP policy and strategy, especially at tertiary level, for Bangladesh in co-operation with the UGC.
Qualifications: Degree, MA in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.
Salary: £5,681-£7,707 p.a. plus inducement.
Benefits: overseas and children's allowances, free furnished accommodation, 2 year Kelt contract. 78 PU 157

ADVISER IN SERVICE ENGLISH

(Colombia)

Universidad del Valle, Cali (for January, 1979).
To advise on materials production and assist with Evaluation of Service English materials and methods, to train teachers to use these materials, to lecture on Service English to undergraduates.
Qualifications: MA in TEFL or Applied Linguistics and 5-10 years' experience in TEFL and teaching, including essential, also working knowledge of Spanish, PhD and 2-3 years' teaching Service English Courses at university level desirable.
Salary: £5,681-£7,707 plus 10 per cent inducement.
Benefits: overseas and children's allowances, free furnished accommodation, 2 year Kelt contract. 78 PU 30

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to the British Council (Appointments), 95 Devises Street, London, W1V 2AA.

**THE BRITISH
COUNCIL**

LINCOLN INSTITUTE OF HEALTH SCIENCES

Lecturer in Chiropody

Applications are invited for a Lecturer in Chiropody within the Institute of Health Sciences. Duties will include: (i) teaching in the undergraduate programme, (ii) participating in the development of postgraduate courses, (iii) assisting the Head of School in all aspects of the administration and development of the School. Applicants should have appropriate professional qualifications and considerable teaching and administrative experience. They should hold the Society of Chiropodists Certificate in Local Anesthetics, and be registered Teachers of the Society of Chiropodists. The School of Chiropody at Lincoln Institute is Melbourne commenced in February, 1978, when 18 students were admitted to the course; and the post represents an opportunity to become involved both in the establishment of the School and the further development of the profession in Victoria.
Salary: while vacant: Lecturer II \$A15,179-\$A17,356; Lecturer I \$A17,764-\$A19,939. Applications in writing, including the names of two professional referees, should be addressed to Assistant Registrar, Lincoln Institute of Health Sciences, 629 Swanston Street, Carlton 3053, Victoria, Australia.
Closing date: 30 November, 1978.

Miscellaneous continued

WEST HAM CENTRAL MISSION MEMORIAL CHURCH

409 Barking Road, Plaistow E13

YOUTH AND COMMUNITY WORKER

Applications are invited from committed Christians who are qualified and experienced youth and community workers or teachers with relevant urban experience for the post of Youth and Community Worker for the club which is a part of the work of the West Ham Central Mission. The centre caters for the needs of a wide range of young people and affiliated groups. Salary in accordance with the NAC Scale 4 for youth and community workers—£4,000-£4,524 (under review) plus 802 per cent London Weighting Allowance and current additional pay. Applications for the post and details of duties are obtainable from Mr. Malcolm Stuart, Church Secretary, 160 Manvers Road, London E6.
Closing date—14 days from this advertisement.

AUSTRALIA

BUSINESS STUDIES

WIAE conducts three year Undergraduate Degree and Diploma courses in Business with a specialisation in Accounting, and a Graduate Diploma in Accounting. It has a vigorous and expanding External Studies program and appointees will be required to participate in this program. Two of the three positions advertised below are newly created. For all positions appropriate tertiary qualifications are required, preferably including a Higher Degree. Previous tertiary teaching and/or industrial experience is desirable but not essential. Every attempt is made to accommodate the particular interests of staff in the allocation of teaching duties.

LECTURER IN MANAGEMENT

The appointee will be a person who can provide area leadership in Management Studies as well as possessing an interest in the Marketing Area. Duties will include the development, coordination, teaching and review of subjects in Administrative Studies, organisation theory and marketing at both the undergraduate and graduate levels. There will also be opportunities to become involved in related subject areas, for example, in the planning of a possible integrative business policy subject at the third year Undergraduate level. An MBA Degree would be particularly appropriate for this position.

LECTURER IN

ACCOUNTING AND FINANCE

The appointee will participate in the development and teaching of Accounting and Finance at both the Undergraduate and Graduate levels.

SENIOR TUTOR

IN ECONOMICS AND LAW

The appointee will participate in the development and teaching of subjects in the Economics and Law areas. Initially the appointee will probably be required to participate in the teaching of Corporate Law and the Faculty's innovative problems and policy oriented first and second year Undergraduate Economics subjects. Opportunities may subsequently arise to teach Industrial Relations and/or Industrial Law. Applicants should have appropriate qualifications in Economics and Law. The position may appeal particularly to a recent graduate or current final year honors student in Economics and Law.

APPOINTMENT
May be permanent or for three years in the first instance, with possibility of subsequent or further permanent appointment.

FURTHER INFORMATION
Available from Mr. R. J. Cottle, Head of Faculty of Business Studies, phone (065) 64 0086. Information regarding conditions of appointment, including removal expenses, may be obtained from the Staffing Officer.

APPLICATIONS
Close 10 November, 1978.
Written application stating qualifications, experience and giving sufficient information to enable the Faculty to interview, together with the names and addresses of three referees should be addressed to the Staffing Officer, Warrambool Institute of Advanced Education, Box 423, Warrambool, Victoria, 3280, Australia.



Warrambool Institute of Advanced Education

LIBRARIAN

to be appointed
Executive Director of
CLANN Limited - operated by
the NSW Colleges
of Advanced Education.

This is an important position for a Librarian with tertiary qualifications. Proven managerial experience, negotiating skills and independent initiative are essential attributes to this position. Eligibility for membership of the Library Association of Australia is an essential requirement.

Reporting to the Company's Board of Directors, the appointee will be responsible for improving the efficiency of the library systems operated by the Colleges of Advanced Education in New South Wales and must be capable of directing an automated library system.

Salary: Negotiable from \$Auet 20,993 p.a.

Applications: Forms are available from John Williams, Secretary, Interim Steering Committee, CLANN, New South Wales Higher Education Board, ADC House, 180 Kent Street, Sydney, N.S.W., Australia 2000 (tel: 244 200) or from New South Wales Government Offices, 99 Strand, London, WC2N 5LZ (01 839 6051) (tele: 015 859) or from New South Wales Centre, 7 West York Street, New York, NY 10018. Phone New York (212) 552 9204. Applications should be lodged by 5 p.m. Friday November 17, 1978.

Colleges of Further Education

Bournemouth and Poole College of Further Education

Head of Faculty of Business and General Studies

(Rosedown Road)

Burnham Head of Department Grade VI

Salary: £9,345-£10,305 p.a.

The College, formed by the amalgamation of Bournemouth and Poole Colleges, is to be organised in two Faculties. The Faculty of Business and General Studies will contain five Departments and total more than 120 academic staff. The Faculty Head will be responsible for the management of the Faculty and for the control of physical resources within the Faculty and for control of physical resources on one of the main College sites. The appointee must be a graduate, preferably below the age of 45 with experience of managing a department or substantial unit in a large institution or in industry and must be interested in the application of modern educational methods to courses mainly of non-advanced students. Application forms and further information may be obtained from the Faculty Secretary, North Road, Parkstone, Poole (Tel: 0202 6200) to whom completed forms should be returned as a matter of urgency. Previous applications resulting from earlier advertisements will automatically be reconsidered. The appointment will take effect as soon as release can be obtained by the successful applicant.

Overseas continued

GOULBURN COLLEGE OF ADVANCED EDUCATION New South Wales

The present Principal of the College, Douglas W. X. O'Neill has resigned the College Council of his intention to retire in mid-1979. The Council therefore invites applications for and would welcome the submission of names of persons whom the Council may consider for the position of

PRINCIPAL

Applicants must have a minimum of a master's degree, a postgraduate diploma or equivalent, and a demonstrated capacity for academic leadership. The appointee will also be expected to have an understanding of and control for the operation of a regional College of Advanced Education in a diverse region with limited provision of post-secondary education, and to be able to establish and nurture the relationship with the post-secondary institutions within and beyond the region. The salary for the position is \$A14,950 p.a. with an experience allowance of \$A600 p.a. A substantial contribution will be made to the reasonable costs for travel and removal expenses of the successful applicant. Further details are available at the College Council, Mr. E. J. McDermott, of the College Secretary, N.S.W. Higher Education Board, 180 Kent Street, Sydney, N.S.W., Australia. The Council reserves the right to make no appointment or to appoint by invitation.

Applicants giving personal details, qualifications relevant to the position, a outline of present position, a prospective date when they can commence duty, and a recent photograph, should send them to the Chairman of Council, Goulburn College of Advanced Education, 100 Macquarie Drive, Goulburn 2580, N.S.W., Australia, by 10 November, 1978.

Personal continued

David should be in a home, not a Home

David is a three and a half year old with sandy hair and blue eyes and we think that if you saw him you would agree that he should not be living in a residential nursery where he has been for the past two years. He is growing up in a family. He seems a bright and playful little fellow and he loves being read to and playing make-believe games. But he sometimes seems to be a bit of a mess and he is sometimes restless and angry. He is not living with his mother because of his mother's difficulties she will not be visiting him in the foster home, but his social worker will take him to the foster home for the rest of his childhood, but as they take some time to settle we are prepared to pay an enhanced boarding out rate of up to £40 per week.

Who would like to find out more about David contact Mrs. Trevel, Team Leader, Adoption and Foster Placement, Social Services, City Hall, London, SW1, 01-428 8070 Ext. 2258 or 2264.

The T.E.S. goes to work.

The TES now provides on its "School to Work" page each week, specialist news coverage of the developing – and controversial – relationship between education and industry and the transition from school to work.

Industry and education need to know about each other. They also need to keep tabs on the rapidly growing activities of the agencies and organizations, public and voluntary, that deal with young people.

The "School to Work" page supplements the attention being paid throughout the paper to the needs and interest of industrial trainers, careers specialists, youth workers, and all those concerned with equipping the young for a full adult role.

The Times Educational Supplement's coverage of education has always been broad, and it has regarded industrial training and youth affairs as part of its field. In the past two years the growing national and professional concern has been reflected in the increased space and prominence given throughout the paper to these matters. The most important developments and initiatives by central government and others, such as the new national programme for school leavers, are often disclosed or foreshadowed in the TES before you can learn about them from any other source.

TES – The weekly for news about education at all levels – including vocational training.

From newsagents on Fridays

THE TIMES
Educational Supplement

Now it is reported that the retiring chairman of the University Grants Committee has weighed